March 30, 1959

Mr. James W. Armsey
Associate Program Director
Education Division
The Ford Foundation
477 Madison Avenue
New York 22, New York

Dear Mr. Armsey:

Herewith the report of the NAEB to the Ford Foundation. This includes:

- The audited financial report of Ford Foundation grant uses, signed by Mr. Jack L. McGregor, Auditor. Mr. McGregor, of the Michigan State University staff, was the auditor engaged by the NAEB Treasurer to audit these funds prior to preparation of this financial report.

- A bound program report, indexed for ready reference. This covers the period of earlier grants from the Fund for Adult Education and the Ford Foundation as well as a complete report covering the period of our latest grant. If additional copies of this report are needed, we shall be glad to provide them.

Although our program report expresses more formally the very profound appreciation and gratitude of the NAEB for the support we have had from funds provided by the Ford Foundation since 1951, the Board has asked me to express, once again, our deepest thanks for the very great support which these grants have provided to the many recipients who have shared in their benefits.

We have attempted to administer these funds responsibly on behalf of American education, as well as on behalf of the entire educational movement. We hope you share with us the pride we have in the accomplishments of the last few important years.

Sincerely yours,

Harry J. Skornia
Executive Director

hjs:rs

March 2, 1959

Mr. Jack L. McGregor
204 Administration Building
Michigan State University
East Lansing, Michigan

Dear Mr. McGregor:

This will acknowledge with thanks, your audit statement of Ford Foundation grant funds.

It looks succinct, clear and excellent. In the quick glance we've given it, I see no questions. If any arise we shall call you, as you so kindly wrote us to do.

Our most sincere thanks.

Sincerely,

Harry J. Skornia
Executive Director

HJS:cm
cc; Mr. Robert J. Coleman

RECEIVED
NAEB HEADQUARTERS
MAR 2 1959
AM 7 8 9 10 11 12 1 2 3 4 5 6 PM

204 Administration Building
Michigan State University
East Lansing, Michigan
February 26, 1959

Mr. Harry J. Skornia, Executive Director
National Association of Educational Broadcasters
14 Gregory Hall
University of Illinois
Urbana, Illinois

Dear Mr. Skornia:

Enclosed you will find three copies of my audit statement and the statement of receipts and expenditures for the Ford Foundation Grants.

Should you have any questions regarding the statement, I can be reached at the above address or by telephone at East Lansing Edgewood 21511, extension 2181.

Sincerely yours,

Jack L. McGregor

Jack L. McGregor

DRAFT March 20, 1959

Mr. James W. Armsey
Associate Program Director
Education Division
The Ford Foundation
477 Madison Avenue
New York 22, New York

Dear ~~Mr. Armsey~~ Jim:

Herewith the report of the NAEB to the Ford Foundation. This includes:

- The audited financial report of Ford Foundation grant uses, signed by Mr. Jack L. McGregor, Auditor. Mr. McGregor, of the Michigan State University staff, was the auditor engaged by the NAEB Treasurer to audit these funds prior to preparation of this financial report.
- A bound program report, indexed for ready reference. This covers the period of earlier grants from the Fund for Adult Education and the Ford Foundation as well as a complete report covering the period of our latest grant. If additional copies of this report are needed, we shall be glad to provide them.

As will be noted in the financial statement, we are pleased to report a balance of $3,362.35. Upon learning that funds for continuation of functions covered by our most recent grant would not be renewed, we brought our workshop, personnel and publication commitments to a conclusion in as rapid, economical and orderly a manner as possible, and undertook no new ones.

The balance shown is being held for return if such is the Foundation's decision. If permission could be granted for us to use this balance, it would be used only for the type of consultation and workshop grant-in-aid support, to educational television stations and closed

circuit installations, for which the grant was originally approved. Several requests for such assistance have been received. We shall await your instructions on this matter.

Although our program report expresses more formally the very profound appreciation and gratitude of the NAEB for the support we have had from funds provided by the Ford Foundation since 1951, the Board has asked me to express, once again, our deepest thanks for the very great great support which these grants have provided to the many recipients who have shared in their benefits.

We have attempted to administer these funds on behalf of American education, as well as on behalf of the entire educational movement. We hope you share with us the pride we have in the accomplishments of the last few critical years.

Sincerely yours,

~~William G. Harley~~
Harry J. Skornia

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
Statement of Receipts and Expenditures on Ford Foundation Grants
For the period July 5, 1956 to February 20, 1959

| Purpose of Grant - Year | | Receipts | Expenditures | | | | Balance in Fund at Feb. 20, 1959 |
|---|---|---|---|---|---|---|---|
| | | | Salaries | Travel | General | Total | |
| Consultation Service | 1956-57 | $10,000.00 | | | | $ 2,346.17 | |
| | 1957-58 | 6,000.00 | | | | 6,216.01 | |
| | 1958-59 | -0- | | | | 2,135.17 | |
| Total | | $16,000.00 | | | | $10,697.35 | $ 5,302.65 |
| Engineering Service | 1956-57 | $30,000.00 | | | | $27.216.00 | |
| | 1957-58 | 30,000.00 | | | | 24,676.79 | |
| | 1958-59 | -0- | | | | 13,076.93 | |
| Total | | $60,000.00 | $38.886.63 | $9,504.20 | $16,578.89 | $64,969.72 | ($ 4,969.72) |
| Grant-in-Aid, Workshop | 1956-57 | $18,000.00 | | | | $18,158.50 | |
| | 1957-58 | 18,000.00 | | | | 15,321.90 | |
| | 1958-59 | -0- | | | | 139.50 | |
| Total | | $36,000.00 | | | | $33,619.90 | $ 2,380.10 |
| Management - Consultants | 1956-57 | $ 5,000.00 | | | | $ 2,750.00 | |
| | 1957-58 | 4,000.00 | | | | 3,158.60 | |
| Total | | $ 9,000.00 | | | | $ 5,908.60 | $ 3,091.40 |
| Placement | 1956-57 | $ 7,000.00 | | | | $ 6,040.23 | |
| | 1957-58 | 5,000.00 | | | | 3,922.37 | |
| | 1958-59 | -0- | | | | 3,948.77 | |
| Total | | $12,000.00 | $ 6,583.27 | | $ 7,328.10 | $13,911.37 | ($ 1,911.37) |
| TV Scholarships | 1956-57 | $ 6,000.00 | | | | $ 5,808.15 | |
| | 1957-58 | 10,000.00 | | | | 5,521.50 | |
| | 1958-59 | -0- | | | | 823.49 | |
| Total | | $16,000.00 | | | | $12,153.14 | $ 3,846.86 |
| Workshop - Seminar | 1956-57 | $16,000.00 | | | | $12,113.52 | |
| | 1957-58 | 24,000.00 | | | | 17,167.01 | |
| | 1958-59 | -0- | | | | 15,097.04 | |
| Total | | $40,000.00 | | | | $44,377.57 | ($ 4,377.57) |
| Grand Total | | $189,000.00 | | | | $185,637.65 | $ 3,362.35 |

# REPORT

to the

# FORD FOUNDATION

from the

# NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

March 1959

14 Gregory Hall
Urbana, Illinois

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# REPORT TO THE FORD FOUNDATION

# FROM THE

# NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

## I. INTRODUCTION

This report is a final statement of activities carried on by the NAEB with funds generously provided by the Ford Foundation in its last grant, dated June 27, 1957.

Believing that the Foundation might desire a broader view of all activities carried on with funds granted to the NAEB by both the Fund For Adult Education and the Ford Foundation itself, however, we have attempted to establish a broader perspective by including briefly also some reference to other activities of the NAEB since 1951, when a national office for educational broadcasting was made possible by a grant from the W. K. Kellogg Foundation.

The material presented is organized by projects and activities, with an index to make possible quick reference by Foundation officials with particular interest in any one of the grant projects involved. If there are any additional questions, we shall consider it a privilege to provide whatever other data or explanations are desired.

On the basis of experience in both educational radio and early efforts in educational television, it was apparent that there were many possible areas of failure. One was loss of frequencies for ETV. To help insure against this possibility the NAEB in 1951 (through phone calls, personal solicitations and

the assistance of a fund-raising organization) raised some $30,000 (see Appendix 1) from many sources for the creation of a watch dog committee mechanism in Washington. With the support of the United States Office of Education, which joined with the NAEB in soliciting the interest and leadership of the American Council on Education and other organizations, the JCET was created, with subsequent funds from the Fund for Adult Education (later the Ford Foundation), and this danger area was covered.

A second area of need was national understanding by the general public and educational leaders of the nation. This function was performed first by the National Citizens Committee for Educational Television, with funds from the FAE. It was later continued, and carried to completion, by the National Educational Television and Radio Center.

A third area, and one of the most pivotal, was the program area. Recognizing its own inability to become all things to educational broadcasting, as it had recognized this fact also in the instances mentioned above, the NAEB Board urged the creation of a Center specifically for this purpose, and forwarded to the FAE a resolution urging a grant for this purpose. The creation of NET provided the organization to meet this need.

However, in meetings of representatives of all the above organizations together with representatives of the ACE and other interested groups in Washington in 1954 and 1955, it was agreed that these were not the only needs which, if inadequately met, could mean the failure of ETV, or a repetition of the fate of educational radio in earlier years.

In some areas, such as Los Angeles, rich in program resources, one

of the first stations failed because of lack of public support and integration into educational structures. Programs, however good, could also not succeed, if transmitted over facilities which were technically such as to discourage viewership. In some areas deadlocks with labor threatened to delay or prevent further development. Courses and workshops to train people in all phases of operation of educational station operation, and research, were needed. For unless the people on whom educational television rested were to be capable and professionally trained and welded into the nucleus of a profession, with a sense of unity and "esprit de corps," the fate of radio in education might well be repeated.

A central placement or employment office was also called for, to assist stations to find the best possible personnel for a new field, and to encourage interest by well-qualified people in careers in educational television.

With the delegation and assignment to the other organizations mentioned above of those specialized functions listed, perhaps too briefly, the NAEB, the only membership-based association in the group, was left with a broad field of responsibilities which were in many respects less dramatic and less conspicuous than most of the others. The present report sets forth how the NAEB has attempted to fulfill this role, and gratefully acknowledges the invaluable assistance provided for this effort from Ford funds.

During the course of the seven years covered by this report, the NAEB has received grants from the Ford Foundation and the Fund for Adult Education totalling $1,061,556 (See Appendix 2). The Association firmly believes that

this far-sighted generosity on the part of these two foundations has enabled educational broadcasting in the United States to achieve objectives of which we can all be proud. The services and projects made possible by these grants have resulted in an increased number of educational stations; the creation of the core of an educational broadcasting profession; outstanding educational radio and television programs that have received world-wide recognition; types of significant research which were not previously attempted; and many other benefits that are set forth in the body of this report.

## II. PRODUCTION OF PROGRAMS

### "Prestige" Series

The first grant received from the Fund for Adult Education, in 1951, provided funds for the production of several series of outstanding radio programs. This grant, originally in the amount of $300,000 but later increased by an additional $150,000, was actually made to Mr. Ralph Lowell of the Lowell Institute, as agent for the NAEB, which did not yet at that time have a central office. The purpose of this grant was to demonstrate that, given funds comparable to those expended for commercial radio programs, educationally significant programs could be produced which would be as readily acceptable as the best programming of the commercial networks.

The series made possible by this grant were Ways of Mankind I and II (two series of programs on anthropology), The Jeffersonian Heritage (a series designed to show dramatically the meaning of democracy, liberalism and the American way of life), People Under Communism (a series depicting the effects of communism on the arts, sciences and people of Russia), Voices of Europe (a series of on-the-spot interviews, made in Europe, with people of all walks of life discussing post-war Europe), and The People Talk Back (an experimental series in which statements were recorded by leading American political figures; the statements were played before selected groups who then recorded comments and questions brought about by the statements; these questions and comments were then played for the political leaders who answered or made additional statements; and the whole was edited into a series of programs which gave much the same results as would have been

achieved by face to face conferences between the politicians and the people).

All of these series were broadcast by the stations of the NAEB radio network. In addition, albums were made of the two Ways of Mankind series, The Jeffersonian Heritage, and People Under Communism. These were made available to commercial stations, for one-time, non-commercial broadcast, as well as to adult discussion groups, schools, etc. Over 1,500 of these albums have been distributed to date, bringing to many types of audiences the benefits of these outstanding cultural programs. Most of the larger radio stations of the United States have used them. The Beacon Press published Ways of Mankind I and The Jeffersonian Heritage in book form and many thousands of these volumes have been sold. Scripts have been reprinted in many textbooks. Several thousand Jeffersonian Heritage books, in a special paperbacked edition, have been distributed throughout the world by USIA.

Further use, in depth, has been made of these series in discussion groups fostered by the FAE Adult Education Projects in certain "test cities." In fact, specially edited versions are available in albums which lend themselves more readily to group discussion. Discussion groups generally have reported enthusiastically on the success of these programs. Many university professors use these recordings in their classrooms in order to make their courses more interesting and meaningful to their students.

All in all, these series, together with the Grants-in-Aid (discussed below), appear to have provided an impact on the communications structure in America and on American education which should be gratifying to both the FAE and the Ford Foundation. They dramatized what educational broadcasting

could mean, if given even a fraction of the funds used daily for commercial programs. The NAEB is proud of the role it has been privileged to play in this effort.

Grants-in-Aid

In 1952, and again in 1953, the FAE made a grant of $80,000 to the NAEB to be used for both radio and television program Grants-in-Aid to enable educational stations to produce outstanding programs that otherwise would have been impossible for them to undertake. The purpose of these grants was not to underwrite the entire cost of production of the programs, but rather to provide additional sums (up to $7,000 per series) to permit the station to secure the services of the outstanding content authority, writer, producer, or other specialist, needed to make new planned series truly outstanding rather than merely adequate. A number of these grants, allocated to several stations, resulted in several excellent series for national distribution.

There was a second important purpose, in addition to that of providing, immediately, excellent programs for the educational stations. It was hoped, and later found to be true, that these grants would enable recipients to establish standards and win local administrative support for funds and personnel to maintain these standards, which would carry over after such grants were no longer available. Several of these programs won national awards and this desired result has begun to be achieved. The pride generated in the entire parent educational institution has begun to insure more adequate financial and administrative support. Statements by grant recipients, reflecting this important aspect of the grant program, may be found in Appendix 3.

In addition to the two $80,000 grants mentioned above, the NAEB also received a grant in 1953 of $30,000 to be used by the Pacifica Foundation (operators of educational FM station KPFA, Berkeley, California) to produce several series of radio programs for their own use and for distribution by the NAEB radio network. The NAEB is proud of the significant pioneering by KPFA which this grant made possible.

The grants enumerated above made possible the production of 26 series of radio programs totalling 263 individual programs. The number of NAEB radio stations alone carrying these programs (and many have since been used abroad and on commercial stations and national commercial networks), multiplied by the total length of all programs, resulted in more than 6,000 hours of air time made possible by these grants -- hours of outstanding educational programming, brought to the people of many communities all over the nation and the world -- programs that would not have been possible otherwise.

In addition to the radio program grants made above, grants were made for 12 series of television programs for distribution by the Educational Television and Radio Center. The NAEB handled only the administrative details of these grants, however, and is not in a position to make a detailed report on the use of these programs by the few ETV stations then in operation, or subsequent uses.

After 1953 no further monies for program Grants-in-Aid were allotted directly to the NAEB by the FAE, it being considered preferable(in agreement with the NAEB) to handle all program grant funds through NET as the program Center. However, funds have been provided each year through the Center for

continuation of these radio program grants. The selection and distribution of these programs are still handled by the NAEB, but all contractual arrangements with grant recipients are handled by the Center and grantee reports are made directly to them.

On the basis of latest reports and national recognitions achieved by these programs, the return received on these relatively small sums would appear to have justified them. It also has made possible several joint radio-TV efforts and uses. Since the NAEB believes in the eventual integrated uses of all electronic media for education, it is particularly interested in keeping both radio and television in a position to share the electronic educational load, which we believe the future holds in store, and which will require all the facilities and trained uses in both media which our nation can provide.

## III. TELEVISION MONITORING STUDIES

From 1951 to 1954 the NAEB received from the FAE grants totalling $53,000 for conducting six monitoring studies of commercial television programming in New York, Chicago and Los Angeles. In addition, a seventh study was made in New Haven, Connecticut, underwritten by the National Council of Churches of Christ Communications Research Project.

These monitoring studies (listed in Appendix 4), the only ones of this magnitude ever attempted, have been useful in identifying trends in commercial television broadcasting and provide a basis for more intelligent program planning than was previously available by educational and commercial broadcasters alike. They are the only authoritative bench-mark studies known, of the introduction of a new medium into a culture and social system, in the first nation to use television on a mass scale. In this capacity they have enjoyed world-wide circulation and influence.

The results of the first of these studies, even prior to final publication, constituted a significant part of the testimony presented before the FCC, on the basis of which that body reserved specific television channels for education -- the basic structure of commercial television appearing to be unable, regardless of good will or the adjustments it might make, to provide the facilities, time, structure, professional staffs and climate essential to maximum educational utilization of electronic communications media.

## IV. PROFESSIONAL ADVANCEMENT

### Workshops and Seminars

For the past five years the NAEB has utilized funds from the FAE and the Ford Foundation to conduct a number of seminars and workshops designed to increase the professional proficiency of staff members of educational television and radio stations. A complete list of these seminars and workshops may be found in Appendix 5.

These activities have been especially important in view of the increasing number of educational stations and the shortage of adequately trained personnel to operate them. These seminars and workshops have already resulted in the creation of a small "core" of well-qualified educational broadcasters scattered through the educational stations. Of course, the number of properly trained persons is still very small in terms of the need, and there is still much to do before a real "profession" of educational broadcasters is established and recognized. However, it is the intention of the NAEB to continue to seek funds to enable it to carry on this important activity on the scale which national education deserves. In the meantime it will continue its efforts with whatever resources are at its disposal.

During this past summer, the NAEB, in cooperation with Purdue University, held a seminar on televised instruction (at the university level) for which a "tuition" fee was charged and for which participants (or their institutions) paid all of their own expenses. Although prospects for this type of support are as yet not too encouraging, since many such teachers, already underpaid, must pay their own expenses both for such workshops and national

conferences. It is our hope that this type of self-supporting professional training may be increased within the next few years.

However, this will still not reach many of those persons most needing such training, such as staff members of new and small stations; neither will it meet the need satisfactorily in what has turned out to be one of the areas of greatest needs for training, i.e., the proper training, on a national scale, of teachers using, and scheduled to use, television for direct instruction, particularly closed-circuit TV, where those most needing the training are least able financially to provide that training for themselves.

The seminars and workshops made possible by FAE and Ford funds have covered such topics as television production, television staging and lighting, television program planning, television engineering, video recording, children's television programs, instructional uses of television and radio, and television station management. A total of 369 men and women engaged in educational broadcasting attended these meetings and were thus enabled to increase their professional skills and knowledge. Many of them have now moved into positions of new and greater educational responsibility, thanks to the support provided by these grants.

Scholarships

Realizing that NAEB-sponsored workshops and seminars could never fully satisfy the need for advanced study nor provide for the specialized needs of the staffs represented, the ETV scholarship program was originally designed to provide an opportunity for continuing study to ETV staff members with more varied and specialized types of needs than those satisfied by the NAEB

workshops and seminars. Ninety-four staff members of ETV stations and production centers have been awarded scholarships from funds granted the NAEB by the FAE and the Ford Foundation for advanced study at regular college summer sessions or workshops and seminars run by colleges and universities. Staff members in ETV stations and production centers have profited greatly from the new ideas, new ideals and new techniques learned from such study.

The secondary advantage of the scholarship program (aided by the Workshop Grant-in-Aid program described below) has meanwhile also been realized. For such scholarship grants have served as indirect grants to educational institutions to set up training programs and courses in educational broadcasting on their own. In certain instances, such as Cincinnati, funds from NAEB scholarships made possible the launching of annual summer workshop programs which promise well for the future.

Workshop Grants-in-Aid

In the last two years the Ford Foundation grant has included funds specifically earmarked for grants-in-aid to educational institutions holding ETV workshops, to permit them to bring in outstanding consultants or faculty members in order to upgrade the caliber of the workshops far above the level which could have been achieved without such grants. In the two years of this program, 25 institutions received such grants.

As pointed out in the preceding section, this sort of assistance (together with scholarships) has enabled some institutions to develop new programs in this area, or to expand their summer workshop programs by providing the added quality and leadership necessary to build a truly professional

training program. This does not mean that such grants have normally been the major portion of the workshop budget -- indeed it generally was a relatively small part. But it did provide the impetus and recognition needed to convince various institutions' administrations that such workshop programs are not only feasible and sorely needed, but also that they can be as solidly educational, and as rich in returns, as more traditional workshops and conferences.

It has never been the intention of the NAEB to assume long-term responsibility for the professional training of the men and women to be engaged in educational television and radio. However, since the NAEB was recognized by the other organizations in the ETV movement as the logical one to assume leadership and establish directions in this new area, it did not hesitate to do so. In its efforts it has attempted to involve some of the finest and most challenging minds in the United States as consultants, and to set standards of which, in retrospect, we believe we can all be modestly proud.

The long-range plan of the NAEB envisioned outright support of professional advancement activities for several years, with a gradual movement toward self-supporting NAEB seminars and workshops and a gradually increasing number of good summer workshops and regular courses by recognized institutions of higher learning, which could eventually take over most of the basic load in this professional training area. We feel that the progress reported above, toward both of these objectives, should be a source of pride to both the FAE and the Ford Foundation as it is to us.

However, the increasing number of stations and closed-circuit

installations, with the rapidly expanding need for qualified personnel they bring with them will require still further efforts on the part of the NAEB before the dream of ultimate self-support for these activities, or the establishment of a profession of educational broadcasters on a firm basis, can be realized. We are continuing our efforts to meet this need and shall do everything we can to provide this framework for what we believe will one day be a respected profession, as well as the services which will increasingly be needed by members of such a profession from their professional association.

We believe that the training of the teachers who will be using television and radio more and more has so far been far too superficial to provide the break-through which American education needs. These men and women are faced with a new means of instruction which is perhaps the most exciting and revolutionary since the introduction of the text book. It is vitally important that they learn the unique meanings and grammars of these new media if they are to know how best to use them. Misused, they can endanger our entire educational system. Well and responsibly used, television and radio show promise of being very beneficial in the solution of many of the critical problems facing education today. This is an area of professional training, in far more than techniques or "gadget-orientation," the surface of which has barely been scratched. The NAEB has so far conducted two seminars in an effort to begin to get at this problem, and to begin to find solutions. We hope to be able to continue, and expand, our activities in this important area.

## V. MEMBER SERVICES

### Engineering Service

The NAEB Engineering Service, started July 1, 1954 under a grant from the FAE, and later made possible by grants from the Ford Foundation, was also a service called for and endorsed by the other organizations in the movement.

The Center did not wish to dissipate its program concentration by becoming involved in general technical station problems. The JCET's Engineering Consultant did not feel qualified to get into the technical area of station installation and operation, limiting himself to broader aspects of the national structure, assisting in preliminary planning, and facilitating license and other procedures through Washington contacts with the FCC and other such groups.

The work of the NAEB Engineering service began where the JCET service left off, with implementation and operational problem assistance. In all cases we believe the cooperation which existed among the NAEB, the JCET and the Center's engineering personnel, exemplify inter-agency cooperation and assistance of the highest order.

The NAEB TV Engineer gave advice on the selection of television equipment; helped with station planning, staff training and operational problems; followed the technical development of new broadcast equipment and when indicated, prepared special reports on new equipment for the guidance of ETV stations and those planning stations. We believe his efforts resulted in savings of considerable magnitude, improved installations and output considerably, and helped many stations avoid many pitfalls, including the purchase

of equipment which would become rapidly obsolete.

As engineering advisor to the NAEB Executive Director, the TV Engineer followed the actions of the FCC, and, where those actions or proposals affected educational broadcasting, he gathered the necessary technical information and advised what action, if any, the NAEB should take, usually in consultation or cooperation with the JCET. He also supplied the Executive Director, NAEB officers and NAEB legal counsel with technical information to be incorporated in comments filed on FCC proposals.

The TV Engineer helped plan and carry out five technical workshops and seminars for educational broadcasting technical personnel, as included in Appendix 5. In addition, he served as technical consultant for NAEB seminars and workshops in non-technical areas. Without going into undue detail, it is appropriate to mention the most recent one briefly. At the Video Recording Workshop, held in May, 1958, which engineers from 30 ETV stations and production centers attended, a number of concrete proposals were made on standardization. These concerned film play-back equipment, densitometer and sensitometer standardization, standards for kinescope negatives, processing and prints, and dissemination of modifications for improving kinescope recording characteristics.

A subcommittee of the NAEB Engineering committee has been appointed to study these recommendations and to begin work, as best it can without the assistance of an NAEB engineer, on projects which will be of benefit to all ETV stations and organizations.

With the increasing use of television for instructional purposes in

closed circuit applications, the NAEB Engineer was beginning to provide valuable and unbiased assistance to these organizations in reviewing their plans and in making recommendations for equipment and other facilities to be used to accomplish the desired ends. This activity has now been curtailed at a time which we feel is unfortunate since solid services were beginning to be developed in many locations in which the Fund for the Advancement of Education and other organizations have a vital interest, and many of which they support.

It is essential that educational stations keep pace with technical advances, and that current installations not become tomorrow's albatross, or not be such as to greatly hamper what TV, adequately implemented, can do. There is presently no one in the movement to insure against this. The NAEB Engineer kept the NAEB membership informed on new technical developments which came to mean a great deal both from financial and quality considerations through the Newsletter and the Engineering Newsletter as well as by original reports and reprints of papers distributed to managerial and ETV technical personnel. The Video Recording Workshop, mentioned above, was an illustration of this informational and technical training service.

Operating ETV stations were represented on the Television Allocations Study Organization by the NAEB Engineer, and educational television representation on many other important boards and government agencies was insured by the active participation of the NAEB Engineer. Since travel funds and staffs at most educational institutions are limited, no satisfactory solution to the problem created by his departure has been found.

The NAEB Engineer was appointed last summer to the Television and Aural Broadcasting Systems Committee of the American Institute of Electrical Engineers. In making this appointment the committee chairman stated, "It is important that we have representation from this segment of the broadcasting industry." The closing of the Engineering Service has eliminated representation of this nature for education.

In addition to the above services, which benefited educational television from the organizational standpoint, the professional advancement of the individual engineer and technician were not forgotten during the life of the Engineering service. As stated earlier, the NAEB Engineer worked closely with the NAEB Engineering committee in planning and conducting workshops for technical personnel. In addition, he also supplied them with technical information by individual mailing and through the publications of the Association, as well as encouraging and sponsoring their membership and participation in the work of such professional societies as the Institute of Radio Engineers, the Society of Motion Picture and Television Engineers, the Audio Engineering Society and the American Institute of Electrical Engineers.

With the background of experience and technical understanding acquired during the four years for which grants were available, a point had been reached where this experience, coordinated through a central agency such as the Engineering service, was able to contribute significantly to the technical improvement of the entire educational television movement and the setting of standards for economical, efficient

operation. A quotation from one member of the NAEB Engineering Committee illustrates the regret with which this service was discontinued: "It is difficult to believe that the NAEB would be forced to drop the Engineering service at the time of its greatest usefulness."

Nevertheless it is our hope that, during the period of this grant, many mistakes were prevented, many technical installations and program centers were improved, and many fine standards were set which would otherwise have been impossible. Even if only briefly, one danger area in ETV, as recognized by all concerned, was served with, we hope, both distinction and integrity.

We are grateful for the privilege of having been enabled to do this much, and hope that, in the critical years ahead, we may in some way assist in the establishment of equipment, building and other standards which will insure against the type of obsolescence and waste of public and other funds which lack of knowledge, or a central clearing house for such technical data, left as a legacy to educational radio -- a legacy which plagues it and American education even today.

Placement Service

When educational television stations began operation in increasing numbers they needed a central clearing house through which they might find the best possible employees. The many men and women interested in ETV as a career also needed an agency to which they could turn to learn what jobs might be available in their chosen field. Early efforts to meet this need were made by the NCCET, which, however, did not feel qualified to set up the central file required, and did not have the institutional, member-

ship, or education base which was believed desirable.

In order to meet this need the NAEB, with the endorsement of the ETRC, the JCET and the NCCET, proposed to the FAE that an educational broadcasting placement service be established by the NAEB. Upon the receipt of the first grant for this purpose, in 1954, the NAEB established such a service, and the National Citizens Committee for Educational Television forwarded to the NAEB the files it had started, on a temporary basis. The person employed as Placement Officer by the NAEB spent the first several weeks on the job visiting other placement offices serving somewhat similar areas in order to determine how such a service might be operated most efficiently and effectively for a wholly new national need.

Additional time was spent establishing procedures and drawing up the necessary forms. This early planning and preparation has paid off well in the smooth operation of the Placement Service through succeeding years. ETV stations, and those organizations and institutions planning stations, were canvassed to determine their employee requirements. The men and women in the former NCCET files were sent detailed questionnaires so that up-to-date information, in readily usable form, would be on hand in the placement files. Through notices in the NAEB Newsletter and letters to the proper organizations and publications, the availability of this free service was made known to the men and women seeking employment or personnel in the educational broadcasting field.

It was determined from the beginning that the service should not be restricted to educational television, in which activity was admittedly even-

tually expected to be greater, but should also include educational radio, since many stations were joint radio-TV operations and similar types of orientation were needed for both.

Although the number of persons registered with the service at any one time normally does not exceed 200, since the files are constantly changing as individuals accept new positions and others enter the field from commercial broadcasting or other areas, as well as from the few institutions which are beginning to provide training for such people, between 600 and 800 men and women have at one time or another been registered with the NAEB Placement Service, and have benefited from its operation, as have new stations, some of which were largely staffed through the Placement Service.

Persons placed by the service range from new college graduates seeking positions as production assistants to those in responsible administrative positions, including station managers. Perhaps the greatest demand is for technical personnel, one area in which the supply has not been able to keep up with the demand. Several inquiries are received each day by the Placement Service and many of the requests are urgent enough to occasion telegrams and long-distance telephone calls, as is common in such agencies.

The NAEB has felt that this is such an important service that it has been continued, although on a limited basis, even though outside support, in the form of grant funds, has ceased. This service is still offered on a no-fee basis (to both employers and employees) and we are extremely gratified at the letters of appreciation received both from the nation's educa-

tional stations and from the men and women who have found positions through the NAEB Placement Service.

We feel that this service also contributes to our professionalization efforts inasmuch as the Placement Service constantly urges registrants to secure continued advanced training to qualify them for increasing responsibilities and the increasingly stringent educational demands made on educational station staff members.

Set up originally as an experiment, we feel that this service has proved to be a useful one. We wish to share our pleasure in its achievements with the FAE and the Ford Foundation, which made its launching possible.

Management Relations Service

During the early years of ETV growth, questions regarding union, clearance and other management problems became of paramount importance. Since the responsibility for handling this problem fell within the general framework of association-type functions normally handled by the NAEB, which had a background of similar experiences in educational radio, the FAE very generously made a grant for establishment of an NAEB Management Relations Service. Mr. M. S. Novik, well-known New York radio-television consultant, with close and friendly contacts with most unions, many of whom he has served as consultant, was engaged to serve as NAEB Management Relations Consultant.

This service, not so urgently needed now as when it was first instituted, was made available without charge to new and prospective educational

stations, the ETRC, the JCET, and the NCCET (during its existence), as well as to NAEB member stations.

Although relations between unions and ETV station management are much more harmonious than they were a few years ago, it would be well in a report of this nature to review some of the earlier problems encountered, and handled, by this service.

As became obvious in sometimes heated discussions with various television station and television department directors concerned, this area was extremely sensitive. Many operations, particularly in certain areas of the South, had no union problems, and were fearful that the NAEB's concern, and the securing of Mr. Novik's services, might cause various unions to move into areas with which they had not previously concerned themselves. However, the long experience and skill of Mr. Novik soon convinced these individuals that this would not occur; and it did not.

Mr. Novik, at the outset, pointed out what he believed to be a serious oversight in various areas where fund drives and community committees and organizations were being set up. In some, labor was not represented at all. In most, labor was not adequately represented in a manner to give it a proprietary interest, as a part of a worthwhile educational and community project intended to benefit labor as well as all others.

This policy was generally changed through Mr. Novik's guidance and influence. Top labor executives were enlisted as supporters of ETV.

With broad labor (as well as industry) support of ETV, it was possible to reduce the pressure of those unions locally concerned with TV, who so gen-

erally came to ETV stations with wage demands, seeing in them lucrative sources of income for their membership. In our opinion, the prompt steps taken in most communities to remedy this situation, once it was adequately explained by Mr. Novik, and adequate labor leadership was involved in the ETV movement itself, were perhaps the most significant result of the operation of the Management Relations Service. The fine relations that have been established in most locations between unions and ETV stations are evidence of the excellent ground work inconspicuously laid by Mr. Novik, through the office of President Meaney of the AFL-CIO and other national channels.

Many unions have contributed time and money to ETV. For example, in Chicago, sizeable contributions have been made to ETV station WTTW by the Chicago Federation of Labor. In Houston and other areas, union technicians have helped ETV stations with their engineering problems, and in some cases have contributed mobile units and other equipment, at no cost to the station. In the first joint Convention of the AFL-CIO, Mr. Novik was able to secure a special resolution of endorsement of ETV, to which American labor pledged its national support.

Another achievement of the NAEB Management Relations Service, second only to the above and related to it, was securing recognition of educational television's need for special status, in rate structures for union labor and contracts, quite different from those of commercial television. This recognition had to be achieved promptly at the national level in time for this national philosophy to help take the pressure off such local areas as St. Louis, where local chapters of the IBEW and IATSE, particularly,

appeared intent on insisting on rates and conditions which would seriously hamper particularly the community television stations financially and might set a rate precedent nationally, which would make ETV much more costly than education could afford. The fact that this recognition was achieved, and was brought about soon enough to secure far more advantageous contracts than at first appeared likely, is extremely gratifying.

Mr. Novik's services were used extensively by community ETV stations but were not generally requested by university-owned or affiliated stations. In this area he and the NAEB assumed, apparently correctly, continuance into television of the extremely friendly working arrangements and understandings earlier developed in radio by the NAEB and its members with the AFM and AFTRA as well as the technical unions.

In conclusion, the Management Relations Service has been able to help those in trouble without in any way endangering the status of those already enjoying security, immunity or most-favored status, and to prevent the development of any false impressions which would lead any unions, at any level, to believe that any arm of the educational broadcasting movement, be it the NAEB, member stations, or other organizations, are now or will in the future be so prosperous that they will not need all possible union concessions, cooperation and understanding. We believe that this service, although the least publicized of those offered, for obvious reasons, has been one of the most successful of our efforts, made possible by Ford Foundation funds, of recent years. We believe the entire ETV movement, as well as education generally, will benefit from this effort, and the grants which made it possible for four years.

Consultation Services

Many of the new ETV stations going on the air have been handicapped because of their inability, financially, to bring in the expert consultants needed to help them get their operation underway successfully. Due to limited, and often inexperienced, staffs, sometimes floundering in a new area whose complexities are bewildering, such outside assistance was often imperative in order that the new or planned station might overcome the many problems that face any new operation.

Many institutions and community ETV associations still in the planning stage simply did not have the personnel on their staffs to even enable them to plan intelligently for an ETV station. In some instances such institutions and associations definitely wished to build and operate a station but did not know where to start or how to proceed with the necessary engineering studies, hiring of a competent staff, etc.

In the early stages of the ETV development, JCET consultants were able to provide preliminary and general assistance. However, once a certain general stage of investigation was passed, operationally experienced and qualified specialists were needed to "nail down" the project, and help convince local administrative officials on the basis of specific data and procedures. The JCET at first also attempted to provide this assistance. However, since the only experienced individuals available appeared increasingly to be NAEB station managers and members, this last stage activation and operational consultation service came to be recognized as a more logical function of the NAEB itself, and a grant was made by the FAE

in 1955, to the NAEB, to provide this assistance nationally.

This grant made possible consultation teams of experts to assist new ETV stations, or stations in final planning stages, which requested this service. It provided funds for both expenses and consultation fees for such visits. New stations, or associations and institutions with construction permits for new stations, submitted detailed requests to the NAEB for consultants, specifying the areas, such as engineering, program planning, administration, production, etc., in which assistance was needed. The NAEB then contracted with the best consultants available to spend from one day to a week at the new station. Although started purely on an experimental basis, because the NAEB did not know whether such a project would prove practical, the consultation service proved so helpful that the two grants from the Ford Foundation, in 1956 and 1957, provided further funds for this purpose, as mentioned above.

A list of the visits made by individual consultants and consultation as a result of this service may be found in Appendix 6.

In all instances, the administration of the stations, associations and institutions visited reported that the consultation service had been of vital importance in providing them with the knowledge and assistance needed to bring about successful operation (and in some cases installation) of their stations. In some instances, it was stated that plans to put an ETV station on the air would have been dropped or abandoned without the help of the consultation service. For example, Dr. Jere Chase, Director of Development, University of New Hampshire, stated unequivocally that they would

never have been able to secure the administrative and state support to start their station if it had not been for the valuable assistance rendered by the NAEB consultation team, in June of 1958. (As a result of the NAEB consultation team visit, the University was able to present the information necessary to secure the funds needed for construction of the station, a construction permit was received from the FCC October 1, 1958, a manager has now been hired, a staff is being assembled, and the station is scheduled to commence operation in the very near future. Similar testimonials to the crucial importance of this service have been received from Memphis and other areas.)

The NAEB is especially pleased that many ETV stations now on the air are operating more efficiently and successfully as a result of this consultation service. And we are proud that some are now on the air, or under construction, which, according to those responsible for planning them, would never have reached this stage without this assistance. We believe this service, too, in its inconspicuous accomplishments, was well justified, and that funds used for this service were well spent.

## VI. MISCELLANEOUS GRANTS

### Travel-study Grant for the NAEB Executive Director

In 1953, when Dr. Harry Skornia was employed as NAEB Executive Director, a small grant of $956 was received from the FAE to permit him to visit the ETV stations and many of the NAEB member radio stations. Having been out of the country for much of the preceding five years, a reorientation and personal contact visitation was felt desirable before he settled into the routine of the position.

This grant was important in two respects. It permitted the Executive Director to gain first-hand knowledge about the operation and needs of stations throughout the country, and it enabled staff members of stations to learn more about the services provided by the NAEB and to express their opinions about the kinds of services that should be made available in the future.

Because of these visits a closer liaison was established between NAEB Headquarters and educational stations. The Executive Director was more sensitive to the needs of the stations than he could otherwise have been. This led to the institution of new services and continuation of on-going services which could be most helpful to the stations and their staffs. Educational broadcasters, who often have to work in a "vacuum" without adequate contact with other educational broadcasters, came to realize that someone was interested in their problems and willing to help in every way possible. In addition, the Executive Director was able to obtain an overall view of educational broadcasting in the United States.

This resulted in sounder planning of NAEB activities than would have been possible had it been based entirely on scattered requests coming in from the various stations.

Editorial Publications Study

For more than 20 years the NAEB has published a monthly Newsletter. This publication has progressed from a single page, mimeographed "family letter" to a printed, professionally-edited publication enjoying a good reputation both within and without the educational broadcasting field. NAEB officials are frequently surprised at the extent to which this publication is excerpted by the broadcasting publications of other nations.

At the time of the merger of the Association for Education by Radio-Television and the NAEB, the NAEB assumed publication of the former AERT Journal, which has since become the NAEB Journal. At that time several important decisions had to be made about whether or not to continue both publications, what should be the scope and editorial policy of each, etc. It was felt that the only way in which valid decisions could be reached was to employ, as consultants, qualified specialists to bring in recommendations based both on a study of these publications and other related publications in the nation.

For this purpose a grant of $2,000 was received from the Ford Foundation in 1956, and the study was made by a committee of three journalism faculty members at the University of Illinois, who do such national consultation work in the educational magazine field. Their

recommendations resulted in several important modifications in the two publications. Thanks to this grant a far better service to NAEB members, the educational broadcasting movement, and subscribers to the two publications is available than would have been possible without this expert guidance.

## VII. GENERAL NAEB OPERATIONS AND SERVICES

The foregoing sections of this report have been devoted exclusively to those NAEB activities and services made possible by grants from the Ford Foundation and the Fund for Adult Education. Important as these activities have been, they should be reviewed only in the context of the entire NAEB operation. Therefore, the balance of this report is devoted to other aspects and activities of the NAEB as an Association.

### Headquarters

It is important to note that few of the services made possible by Ford Foundation and FAE grants could have been provided without the existence of a Headquarters office for administration. In fact, because of the absence of any NAEB central office, only eight years ago, as pointed out in Section II, above, the first grants to the NAEB were made to Ralph Lowell as fiscal agent for the NAEB, and in other indirect ways.

The NAEB national office was made possible originally by grants from the W. K. Kellogg Foundation. At the outset both the NAEB Headquarters and the NAEB Radio Network (described below) were completely supported by grants from the Kellogg Foundation, beginning in 1951. Since that time the Network has become completely self-supporting (See Network section below), and the Headquarters operation has assumed a degree of self-support which promises to increase steadily in the coming years.

The existence of Headquarters provided a "base of operations" for the FAE and Ford Foundation-supported activities, and the Headquarters

staff provided the necessary personnel to carry them out. In addition, many other services, explained in more detail in the following sections, have been provided through Kellogg Foundation grants and the NAEB's own funds. These latter come from membership dues, Network fees, sale of publications, services for which reimbursement is received, etc. (The steady increase of funds from membership dues, for example, is shown in Appendix 7.)

The NAEB has conducted 26 seminars and regional meetings supported in whole, or in part, by Kellogg Foundation or NAEB funds. (For a listing, see Appendix 8.)

As indicated earlier in this report, the self-supporting seminar held at Purdue University in the summer of 1958, as an experiment in this type of financing, was the first such venture to be undertaken by the NAEB. Although a limited number attended (due, probably, to the fact that participants were required to pay a $100 tuition fee in addition to paying their own expenses), the meeting was highly successful in that the participants indicated that a meeting of this sort was precisely in an area in which they needed help. All participants encouraged the NAEB to conduct as many such seminars as possible. We believe that eventually a program of professional advancement can be worked out which will enable the NAEB to provide such training and also realize some income to help underwrite other services.

In addition, in recent years, the NAEB has been able to provide more Regional meetings and seminars with less money because of the

increasing stature of the Association which has resulted in more recognition and willingness on the part of institutional administrations to pay a portion, or sometimes all, of the expense of sending representatives to NAEB meetings.

However, we still have far to go in this direction. In sharp contrast to funds available for example, to station members by the National Association of Broadcasters (our commercial counterparts), which has waiting lists for seminars for which $500.00 or more, plus expenses, are charged, educational broadcasters, particularly teachers newly assigned to TV responsibilities, are fortunate if their institution pays even a modest fee and any of their expenses. Until this new "profession" is further developed and recognized (which requires unremitting insistence on the highest possible standards for personnel) outside subsidies will need to be sought and continued if the need is to be met in the training area.

In February of 1955, the NAEB instituted the Educational Television Fact Sheet Service and began to issue monthly mimeographed digests of pertinent research in the field of educational broadcasting. (It should be noted here that every attempt has been made to include educational radio as well as educational television in these studies. However, there is a paucity of research at this time in the field of educational radio because more emphasis has been placed on ETV, particularly in funds available.) This service has been carried out largely by the Executive Director with volunteer or student help and has been paid

for out of NAEB funds, as defined above. The Fact Sheets have attained considerable stature in the educational field and the demand for them is constantly increasing. Since January, 1958 the Fact Sheets have been included as an integral part of the NAEB Journal, and are thus printed rather than mimeographed, in a format which makes them readily filable by series and subject. A comprehensive index of all Fact Sheets issued during the first four years of the service has been printed in the January, 1959 issue of the Journal. This index, when bound by subscribers with the Fact Sheets will provide the best single source of research findings available in the educational broadcasting field, and is a service which the NAEB can be proud of initiating and continuing with no outside support.

The activities of the Headquarters staff are of course too varied to be discussed in any great detail in this section. However, the Executive Director and the Associate Director (who with two secretaries are the entire Headquarters staff) cooperate with all NAEB committees (whose activities are described in some detail in a later section); do most of the work in connection with planning and carrying out seminars, workshops and national and regional conferences; represent the NAEB at meetings of other educational groups (detailed in a later section); supervise the general operation of the NAEB Radio Network and its staff of five people; answer hundreds of routine requests for information and assistance from members and non-members alike; attempt to secure new members and process membership applications; handle the financial affairs of the

Association so far as the Kellogg grant and Network accounts are concerned; provide general supervision for the Placement service (and during the life of the Ford Foundation and FAE grants, supervision of activities and projects made possible thereby); supervise preparation of the NAEB Newsletter by the person now assigned part-time to this task; prepare articles and give talks on educational broadcasting; edit, or supervise the editing of, the various workshop and seminar reports; and, in general, carry out the directives and policies of the NAEB President and Board of Directors.

NAEB Radio Network

The program exchange which later developed into the NAEB Radio Network began in 1949 with operation of what came to be known as the "bicycle network." Station WNYC, New York, made five sets of recordings of the 1949 Herald Tribune Forum which were distributed to and aired by 22 NAEB member stations, who "bicycled" them from one to the other. By 1950 the "bicycle network" had advanced to the point where several stations agreed to exchange programs by tape recording. (It will be recalled that, although the organization had existed since 1925, there was no permanent NAEB Headquarters at this time.) Several programs were recorded in the New York area by WNYC for distribution and the Association received a gift of tape from the Cooper Union for use in the project. By May it could be reported that the "network, which is enjoying tremendous growth, will soon be able to furnish four hours of programs per week to member stations, and will include selected programs from the BBC and CBC as well as excellent offerings from member stations and institutions."[80]

Actually, this "bicycle" operation was at first carried out by Seymour Siegel and his WNYC staff, with little outside assistance or financial aid.

By 1950 the "tape network" for American education served 34 member stations and had grown in service and stature until it was no longer an experiment. It was becoming a large scale activity which was outgrowing its facilities and financial structure. Dean Wilbur Schramm of the University of Illinois formally proposed a plan whereby the NAEB network could locate at the University of Illinois and could be financed and supported by a series of special grants in addition to specific contributions of housing and personnel which the University of Illinois would be willing to make. Subsequently the network was moved to the University of Illinois and space and personnel for its operation were initially donated by the University. In 1951, the initial grant for expanded operation of the Network, including duplicators and other capital equipment, and the establishment of a permanent Headquarters, with a full-time Executive Director, was received from the W. K. Kellogg Foundation.

The terms of the Kellogg grant provided that, although complete support would be provided for Headquarters over the five-year life of this first grant, the Network operation would have to be set up on a basis which would lead to eventual self-support through member stations paying for the program service provided by the Network. This transition to self-support for the Network was accomplished in four years; by July 1, 1955 the Network became completely self-supporting. Since that time the Net-

work has been able to operate more and more efficiently on the income received from member stations and has now reached a point where a small reserve, against capital equipment replacement, etc., is realized each year. (The steady increase in Network income is shown in Appendix 9.)

The number of stations served by the Network has increased from 22 in 1949 to 79 today. (This increase is shown in Appendix 10.) The greatest number of stations served by the Network was 83, early in 1953. However, as the Network gradually assumed financial self-support, requiring higher fees from member stations, certain stations with limited budgets had to give up the Network service because of inability to pay even the modest $300.00 to $800.00 per year. This, of course, was a period during which many institutions were diverting funds from radio to television. As seen in Appendix 10, there was a rather sharp decline in the number of Network stations each time the fee was increased. However, each time, due to improvement in Network service, new stations were added to the Network to replace most of those which were unable to pay the Network fee. At present there are 79 stations taking the Network service.

The number and quality of programs distributed by the Network have both increased greatly over the years. (See Appendices 11 and 12.) As mentioned in the earlier portion of this report, the quality of Network programs is due in no small measure to the Grants-in-Aid which were made possible by grants from the FAE, and in more recent years, the

setting aside by the ETRC of funds to continue this practice. Both are gratefully acknowledged, as is our gratitude to the Ford Foundation itself as the original source of these funds in both instances.

The number of hours of programming distributed has increased from the four mentioned for 1950 to ten at the present time. These ten hours of programming, necessitating the duplicating and shipping of more than 800 tape recordings a week, are for general adult audiences and for children's our-of-school listening. In addition this year the Network will make available 12 series of in-school radio programs for use in the classroom. These series, requiring duplication and distribution of more than 3,000 tape recordings (two programs to a reel), comprise 304 programs.

Although the NAEB TV engineer was not, under terms of our grant, able to devote much time to problems of Radio Network operation, he was able to provide some engineering supervision which resulted in better technical quality. Also, for the past two years (until then only untrained personnel was available) we have been fortunate in having as our assistant network manager in charge of production a licensed broadcast engineer. His constant maintenance of the duplicating equipment and his efforts to upgrade the technical quality of duplicated programs have resulted in a noticeable improvement in the qulaity of recordings distributed by the Network.

The value of the Network to member stations is evidenced by the fact that several managers of small stations (especially school stations) operating on limited budgets have written in to say that without the Network

they would be unable to keep their educational stations on the air. This is due primarily to the fact that our Network programs, representing the finest in cultural broadcasting from this country and overseas, are made available at such a reasonable price. A station taking all of the regular programs offered by the Network, excluding the in-school service, would find the cost to be only $.63 to $1.73 per hour of programming (the range is explained by the fact that stations are charged a graduated rate, depending on their power, ranging from $300 to $800 a year, plus a mailing and handling charge ranging from $25 to $100).

As the only non-commercial radio network in the United States, or in the world, the NAEB Network has been closely watched by educators of the United States as well as abroad. As a resurgence of interest in radio begins to manifest itself, it is our hope that our nation may find balanced usefulness in both radio and television as educational instruments. Although the story of the NAEB Radio Network would have been a far different one if more funds had been available for radio as compared to those available for television, we are proud of the record of usefulness which it has established, and are grateful to the Ford and Kellogg Foundations and the other far-sighted supporters who have helped us to keep a national educational radio network alive, looking toward expanded usefulness in the not too distant future when each of the electronic media will find its proper role in education.

Publications

As indicated in Section VI of this report, the NAEB publishes two

regular periodicals: the NAEB Newsletter and the NAEB Journal. In addition, while a TV engineer was on our staff, we published, quarterly, the NAEB Engineering Newsletter, which was distributed free to the technical staffs of member stations and institutions. There were also a limited but growing number of paid subscribers for this publication. Since there is no longer an engineer on the NAEB staff, it now appears that there is no satisfactory way in which we will be able to continue this publication, and this service to the some 500 engineers at educational stations and production centers has been discontinued.

The NAEB Newsletter, a monthly publication, now in its twenty-fourth year, is devoted primarily to news of NAEB activities, committee work, news from member stations regarding programs and personnel, and other news which will be of interest and value to those reading it. All NAEB members, in all categories, receive the Newsletter. In addition, exchange and complimentary copies are sent to organizations in the United States and abroad with which the NAEB works closely, to leading educators, etc., and there is a limited number of subscribers. This publication is edited by a Network employee, who is able to devote only about 25% of her time to this task, under the supervision of the Executive and Associate Directors who prepare articles and edit copy as time permits. We have considerable evidence that the Newsletter is performing a valuable function in spite of the limitations under which it is published. During the next three years, our publications should be greatly improved and expanded, thanks to funds, from outside sources, which have recently become avail-

able.

The NAEB Journal, "inherited" from the Association for Education by Radio-TV, as indicated in Section VI of this report, is published monthly except during the four summer months. This publication is devoted to scholarly articles about educational broadcasting, research, education in general, etc., and goes to all members. There are also some complimentary copies distributed (as for the Newsletter), and a subscription list of several hundred. The scholarly tone and value of this magazine have increased considerably since its acquisition in 1956, but it is our intent to continue efforts at improvement, in the effort outlined above, until the Journal becomes the recognized professional journal for the educational broadcasting movement and its individual members.

In addition to these periodicals, the NAEB has published, since 1951, 49 reports of workshops and seminars, monitoring studies, reports of regional meetings, research reports, and reports of surveys and research projects conducted by NAEB committees. This does not include the many directories, reprints of speeches and articles, program reports, brief papers prepared as aids to members, and scripts of radio and television programs also published and distributed.

Some of these reports have been printed and some have been in mimeographed form, depending on budgetary considerations. However, all of them have been made available in a form which permits their use as permanent resource and reference materials. Many of these, such as those dealing with copyright and clearance problems, how to establish and

operate an FM station, closed circuit TV, etc., have proved to be some of our most useful services. The demand for nearly all of these publications has exceeded our anticipations and reflects the value that they have had for member stations as well as institutions and groups planning new stations. We believe that the publications issued by the NAEB since 1951 represent the most complete source of reference materials available in the field of educational broadcasting and that they have played an important role in the recent growth of the movement. We intend to continue publishing as many reports, surveys, and other materials of this nature as is possible under our present budget limitations.

Committee Activities

One of the long-term strengths of the NAEB, as compared to other organizations operated more entirely as staff groups, is the amount of work done each year by its officers, board and committee members, all of whom serve without remuneration out of a sense of loyalty to an association they helped to create, and in the election of whose officers, and in the determination of whose policies and operation they have a voice. It is obvious that the small staff of the NAEB could not match the output of the larger staffs of other organizations in the field. The visible output of NAEB committees, based on this voluntary principle, is very great. Thousands of man-hours of some of the best minds in the movement are consumed in association planning; in planning and screening programs for the NAEB Radio Network; in helping to plan and manage workshops and seminars and selecting participants for them; in selecting those to receive scholar-

ships, research grants-in-aid, etc., and other Association activities. (A list of NAEB committees may be found in Appendix 13.)

As a few examples of committee functions in specific areas all programs distributed by the NAEB Radio Network, both for in-school use and general programs, are auditioned by members of the NAEB Network Committees. Only those programs approved by these committees are offered as regular programs by the Network. Some programs receiving divided committee vote are distributed, with the approval of the committee concerned, as "bonus" programs to the stations using the Network service. In addition, a special Grants-in-Aid committee reviews carefully applications for program grants (discussed in some detail earlier in this report) and listens to pilot programs submitted by applicants. The committee then selects those applicants which are recommended for grants.

Several NAEB committees have been very active during this period in the planning and conducting of workshops and seminars, selection of participants to attend these meetings, and the selection of scholarship winners. Committees so involved include the Professional Advancement committee, the Engineering committee, the Research committee, the TV Management committee, the TV Operations committee and the Utilization committee. In addition, several ad hoc committees have taken part in carrying out these and other professional advancement activities of the NAEB.

Surveys have been conducted dealing with all aspects of station operation, and reports have been published on materials developed by NAEB committees. Several of these surveys are usually conducted each year at little

expense, comparatively, to the NAEB itself. Committee members donate the time needed to develop questionnaires and compile results and they frequently are able to provide, at no cost to the NAEB, the materials and/or postage needed. These various reports are used widely by NAEB members and non-members who feel that the NAEB exists to perform such an exchange function. Their value far exceeds actual cost.

The NAEB Research committee has been very active. Members have screened several applications each year for modest research grants-in-aid, have published several research manuals and conducted the 1957 Research Seminar. The Membership committee (together with the Board of Directors) considers and passes on applications for Active and Associate membership, and, by having its members selected on a regional basis, works to bring new members into the Association. The Publications committee assists in obtaining articles for the NAEB Journal and acts in a general advisory capacity for editorial matters for both the Journal and the Newsletter.

It would be impossible to do justice to NAEB committee activity in this brief report. However, we want to emphasize again that the committee structure of the NAEB, and the voluntary contributions and loyalties on which it is based, constitute the unique sources of strength of the Association, and assure its continuation.

Membership

The growth in NAEB membership in recent years has been both steady and gratifying. Much of the reason for this growth can be traced directly to the services the NAEB has been able to provide as a result of the establish-

ment of the permanent Headquarters and the grants received from the FAE and the Ford Foundation. This membership growth is graphically shown in Appendix 14.

In addition to the steady growth in the number of its Active, Associate and Affiliate members, the NAEB has added new categories of membership in recent years. Until January 1, 1957 the Affiliate category included a relatively small number of individuals who wanted to belong to the NAEB and support its activities but who were not affiliated with any institutional NAEB member. As of that date, however, the NAEB absorbed into the organizational structure the Association for Education by Radio-Television which was made up of individuals, largely teachers of broadcasting courses and those using these media in the classroom. At that time the NAEB established an Individual membership category, and we feel it is in this area that our greatest potential expansion lies.

As pointed out earlier in this report, we believe that a strong, educationally-centered professional organization for those engaged in educational broadcasting (both those producing programs and those using them in the classroom) is imperative if educational broadcasting is to attain the educational stature it must have if it is to prosper. Therefore, every effort is being made to encourage educational station and production center staff members to join the NAEB as Individual members, and a special sub-committee of the Professional Advancement committee is making a study preparatory to setting up professional standards which prospective members will be required to meet in the future. Although there are only some 300 Individual

members at this time, the number is increasing steadily, and we anticipate an increase to several thousand when adequate standards have been set and special services for these members have been developed along lines now foreseen by the Association.

Within the past year two other categories of membership have also been added: Industrial Associate and Sustaining member. The NAEB Constitution defines an Industrial Associate as: "Any manufacturing firm engaged in the manufacture and/or sale of broadcast and auxiliary equipment, wishing to further their cooperation with the NAEB and wishing to foster educational broadcasting through the NAEB." This membership category is designed to bring about better understanding and closer relations between the educational broadcaster and the electronics manufacturing industry, and, at the same time, give such companies an opportunity to contribute, through modest annual dues, to the furthering and bettering of educational broadcasting. Many such firms have for years been helpful, in monetary as well as other ways, to educational stations, and this membership category makes it possible for them to continue this on a more professional and business-like basis.

The Sustaining membership category was established to provide the same opportunities for other, non-electronic companies interested in fostering educational broadcasting. This category is also designed to include any individual organization or group wishing to contribute to the work of the Association.

At the present time we have only three Industrial Associates (Motorola,

RCA, and General Electric) and one Sustaining member (NBC). However, these are new categories and several other companies have already expressed an interest in joining the Association. Although the number of members in these two categories may never be very large, we feel that this does offer many advantages to both corporations and educational stations through closer cooperation and better understanding.

Another important membership development, which occurred only last October (1958) at our annual convention, was a constitutional amendment to permit institutions "operating closed circuit television equipment regularly for direct instructional purposes" to join the NAEB as Associate members. There are presently several hundred closed circuit television instructional installations in colleges, universities and school systems. Although some of these are operated by personnel trained in the proper use of the medium, many have blossomed so rapidly that adequately trained staffs are not available. It is their belief, as well as ours, that the NAEB can provide a real service to these closed circuit installations and the people responsible for them through a professional training program, which includes the supplying of specialized information, consultants, and other guidance. We believe that, whether the program material is broadcast through the air or is sent over cables, the same educational and broadcast principles are involved. And these are the principles with which the NAEB is increasingly concerned. For these reasons, we are making every effort to work with closed circuit installations and specialists and to bring them into the established educational broadcasting "family," where they will have a channel through which

to work for improved uses of these media, as well as professional development for themselves.

Naturally, not all of our membership efforts are devoted to the relatively new categories outlined above. Each new educational station which goes on the air is contacted with an offer of assistance and an explanation of the functions and services of the NAEB. In fact, many non-member institutions contact us before even attempting to start the planning of a new station, and we are able to provide numerous types of assistance to them in their planning stages. We also attempt to provide the same services to production centers, although we are not so often aware of their existence as promptly.

The NAEB membership has grown considerably in recent years and its membership categories and services have been expanded to keep pace with the changes taking place. We believe that we shall continue to grow, especially in some of these areas, as indicated above, and that our service to education as a whole and to educational broadcasting in particular, will improve and increase.

Relations with Other Organizations

No attempt will be made in this report to go into detail about the relations between the NAEB and the more than 60 organizations with which it has worked fairly closely during the past few years. A comprehensive accounting of our work with these organizations may be found in the NAEB's annual report for the period July 1, 1956 to June 30, 1957, copies of which were sent to both the FAE and the Ford Foundation.

It would seem advisable at this time, however, to mention briefly some

of the more important inter-organizational relationships of the last few years.

Of course the closest contact possible is maintained with the JCET, the ETRC, the American Council on Education Television Committee, and such related organizations. We are also represented on the Boards of the first two. In all our Workshops and Seminars we have requested and received their participation. The increased understanding among these organizations is a tribute to the growing maturity of the entire movement, as well as to the integrity and stature of the persons in positions of leadership in these organizations.

The NAEB also exchanges publications, correspondence, information, etc., with many other educational organizations such as the American Association of Agricultural College Editors, American Association of Colleges of Teacher Education, American Association of School Administrators, American Council on Education, Adult Education Association, American Educational Theater Association, Association of Junior Leagues of America, American Friends Service Committee, American Heritage Foundation, American Phychological Association, Association for Professional Broadcast Education, Audio-Visual Council on Public Information, British Broadcasting Corporation, British Information Service, Board of National Missions of the Presbyterian Church of the United States of America, Canadian Association for Adult Education, Canadian Broadcasting Corporation, Catholic Broadcasters Association, Council of National Organization of the AEA, Department of Audio-Visual Instruction of the NEA, European Broadcasting Union, Fulbright Commission, Institute for Education by Radio-Television, Institute of International Education, Institute of Radio Engineers, International University of the Air, Modern Language

Association of America, National Association for Better Radio and Television, National Association of Broadcasters, National Education Association, National Project for Agricultural Communications, National University Extension Association, Radio Free Europe, Italian Broadcasting System, French Broadcasting System, Speech Association of America, Society of Motion Picture and Television Engineers, Southern Regional Education Board, Television Allocations Study Organization, University Film Producers Association, UNESCO, United States Information Agency, and others.

In addition to the exchange of information and materials with these organizations, the NAEB officers and staff present talks at meetings of these groups, appear on panels, prepare articles for their publications, advise them on radio and television matters, help them plan and conduct workshops, etc. The Executive Director, Associate Director and other NAEB officers have spoken at conferences of many of these groups, served on the executive committees or boards of others, chaired important committees, and served in other ways which provide desirable cross-pollenization.

These inter-group activities are felt to be of vital importance because they bring about a better understanding and closer cooperation among educational and cultural groups with similar purposes and activities. Such liaison also provides many educators, and lay leaders, who would not otherwise have such knowledge, with a better understanding of the role of educational broadcasting in the cultural and educational life and welfare of the United States.

Radio programs are exchanged between the NAEB and several of the groups listed above. This is especially true for foreign broadcasting organiza-

tions. Many thousands of hours of programming have been prepared for the NAEB Radio Network by the broadcasting systems of several foreign countries. This has enabled listeners in this country to learn more about other lands, fostering deeper understanding. The NAEB has, in exchange, provided programs for use overseas, thereby increasing the world's knowledge of our cultural and educational accomplishments and background. We also receive programs from other programming agencies in this country (as discussed in the Network section of this report), such as the American Foundation for the Blind, which provide a wider audience for the important programs which many of these organizations produce.

## VIII. SUMMARY

In summary, we feel that the NAEB has provided a very vital service to the men, women and children of this country, and especially to the fields of education and culture, during the past few years. We believe that a firm place in American culture and society is becoming established for educational broadcasting. We hope and believe that part of this progress is due to the activities of our Association. However, we realize that we have only begun, with what we must do, and that we must not only continue to serve as we have in the past. We must also greatly increase our services to educators, educational broadcasting and the general public.

As explained in this report, one of our greatest strengths is in our committee structure. Several NAEB committees are currently working on projects to improve present services, increase the professional stature of educational broadcasters, and provide a sounder financial basis for the NAEB, as the Association to which such individuals can look for leadership, standards and assistance. We realize that outside assistance will be needed for several years, especially for new and special projects. We believe that this support will continue to be forthcoming from sources interested in the advancement of American education. And we are looking toward the day when the Association may become completely self-supporting -- a status which, although slowly, it is gradually approaching.

We acknowledge with warm gratitude the assistance of the FAE and the Ford Foundation in making possible the progress reported above. We are grateful to the representatives of both, who have shown us the utmost courtesy and

understanding in areas which were not always easy to define. The mutual respect, understanding and friendships which, we believe, have resulted, are a dividend which we also greatly cherish -- for we feel we are all equally dedicated to the same high ideals. We have attempted to administer those grants we have received with responsibility and integrity. We are proud of the record we have been able to register so far, and of the standards set for the future. We hope the Foundation may, in some small measure, share our enthusiasm and pride, and that posterity will find these efforts, however imperfect, to be significant to American education and democracy in our day.

Our most sincere thanks.

Respectfully submitted
on behalf of the NAEB
Board of Directors, and
NAEB President William G. Harley

Harry J. Skornia
Executive Director

March, 1959

HEH/HJS/rs

## Appendix 1

### RECAPITULATION OF FUNDS RAISED BY THE NAEB FOR ACTIVATION AND INITIAL SUPPORT OF THE JCET (1951)

| | |
|---|---|
| Through the services of Oram and Rich | $25,678.59 |
| From the Whitney Fund | 1,850.00 |
| From the Old Dominion Fund | 5,000.00 |
| Total | $32,528.59 |

## Appendix 2

### SUMMARY OF GRANTS FROM THE FORD FOUNDATION AND THE FUND FOR ADULT EDUCATION

| | |
|---|---|
| 1951 - Fund for Adult Education. For production of several series of outstanding radio programs. | $ 450,000.00 |
| 1951 - Fund for Adult Education. For TV monitoring studies. | 28,000.00 |
| 1952 - Fund for Adult Education. For radio and TV program Grants-in-Aid. | 80,000.00 |
| 1953 - Fund for Adult Education. For ETV workshops and seminars. | 27,000.00 |
| 1953 - Fund for Adult Education. For radio and TV program Grants-in-Aid. | 80,000.00 |
| 1953 - Fund for Adult Education. For TV monitoring studies. | 12,500.00 |
| 1953 - Fund for Adult Education. For programs to be produced by Pacifica Foundation for the NAEB. Grant administered by the NAEB. | 30,000.00 |
| 1953 - Fund for Adult Education. Travel-study grant for NAEB Executive Director. | 956.00 |
| 1954 - Fund for Adult Education. For TV monitoring studies. | 12,500.00 |
| 1954 - Fund for Adult Education. For ETV workshops, seminars and scholarships. | 26,300.00 |
| 1954 - Fund for Adult Education. For engineering, placement and management relations services. | 44,000.00 |
| 1955 - Fund for Adult Education. For ETV workshops, seminars and scholarships. | 26,300.00 |
| 1955 - Fund for Adult Education. For engineering, placement and management relations services and for consultation teams. | 53,000.00 |
| 1956 - Ford Foundation. For engineering, placement and management relations services; workshops, seminars and scholarships; workshop grants-in-aid; consultation services; editorial publications study. | 94,000.00 |

Appendix 2 (Continued)

| | | |
|---|---|---|
| 1957 - Ford Foundation. For same services as provided in 1956 grant as outlined above, except for the editorial publications study. | | $ 97,000.00 |
| Total - all grants | | $1,061,556.00 |

Summary:

| | |
|---|---|
| Fund for Adult Education | $ 870,556.00 |
| Ford Foundation | 191,000.00 |
| | $1,061,556.00 |

Note: Balances returned to the FAE upon termination of various grants are not reflected in the above.

## Appendix 3

### REPRESENTATIVE STATEMENT BY RECIPIENTS OF PROGRAM GRANTS-IN-AID

University of Michigan -- " 'They Fought Alone' received a first award from the Institute for Education by Radio in 1953 in the highly competitive 'regional' classification.... Subsequent queries about the series from the Voice of America resulted in 'They Fought Alone' being broadcast to all English-language areas in the world. Theodore Streibert, (then) chief of the U. S. Information Agency, publicly declared it to be one of the outstanding radio contributions ever to come out of educational circles. Ever since its production, programs from the series have been used as audio aids in University classes on the History of Education... The first such series, to our knowledge, ever to become a recognized part of a graduate-level course in this University.

"The success of this series naturally reflected great credit upon the University of Michigan, and gave tangible proof to administrators and faculty alike that radio broadcasting, adequately supported, could produce significant contributions to academic and public life. This resulted in greater cooperation from both in the development and fulfillment of new program ideas. A grant-in-aid convinced the University administration that given adequate financial aid the educational FM station is a powerful public relations and educational medium which results in more liberal budget attitude."

Stanford University (Regarding TV grant-in-aid at the time NAEB handled these grants, prior to ETRC activation) -- "Because of the grant we were able (to produce the type of) educational program which compared most favorably with commercial programs. As a matter of record our program moved in popularity from third place to second and was bested only by the telecast of the fights from Madison Square Garden, New York. This we considered a monumental achievement in view of the nature of our serious discussion of geopolitics... To sum up, I should say that with the grant-in-aid Stanford produced an educational television series that won local, national and international attention. The grant made possible the joint effort of people knowledgeable in educational television and the scholars of Stanford University.... We have shown that educational television can be made exciting with financial help."

Boston University -- "This grant-in-aid (for the series entitled 'New England Renaissance') increased the stature of Boston University's Department of Radio in the Division of Communications Arts.... Nine organizations, ranging from the Universalist Church to the Thoreau Society offered active support in creating contacts for material and in promoting the broadcasts. While the series was being broadcast....tourist attendance at Brook Farm in West Roxbury rose by six hundred percent. After the series was released nationally, we had letters from all parts of the United States asking whether or not the programs and/or scripts might be used in the classroom for discussions on

Appendix 3 (Continued)

Thoreau, Emerson, Alcott and the other New England Renaissance leaders.... The University administration was impressed by the grant-in-aid.... At the conclusion of the project, George W. Sloan, Jr., who produced and directed the series, was appointed instructor in radio and faculty supervisor of students on station WBUR, largely on the basis of his work on the grant-in-aid. Associate professor Sidney A. Dimond, who wrote the series, has been invited to speak to several professional organizations on the subject...."

Iowa State College -- "....Furthermore, when the job was completed we were able to offer it to the college administration as evidence of our ability to expand into new areas of production, granted the necessary additional financial aid....we succeeded in retaining the man who carried Cleary's routine duties while he (Cleary) was producing 'Contour Country,' and assigning Cleary to full-time production in extra program areas. In short, one direct effect of the grant-in-aid to WOI was the creation of a new and permanent staff position."

The George Washington University -- "The grant-in-aid....enabled the University to begin a program of training in radio news reporting, which, in the future, may lead to a fully-developed curriculum in radio-television communications.... On the basis of the knowledge we gained in producing 'Washington Background' the University has established a new course, to be given jointly by the Speech and Journalism Departments in the spring, for which we plan to have a top Washington newsman as instructor. A good deal of the students' time in the course will be devoted to producing taped broadcasts similar to those made for 'Washington Background.' "

University of Illinois (Another TV grant made at the time NAEB handled these grants) -- "For the first time we were able to devote a major effort to a project (series entitled 'Feeding a Nation') which we considered to be of substantial importance. We think we accomplished some measure of success.... The College of Agriculture, which worked with us on this series, has considerable interest in television. They, too, found this project most rewarding. Without the help made possible by the grant-in-aid, the College of Agriculture could not have spent so much time on the series -- and without that help, the series would have been impossible. A large number of their staff now has a keener appreciation of television and its possibilities. The problem of working with academic departments is certain to be one of the chief concerns of a University-operated station. Where should the responsibilities be divided? Where does the subject matter and and the presentation begin? We do not have the answers, but we have some good ideas. These ideas are principally the result of a long and detailed period of working with the College of Agriculture."

## Appendix 4

## TELEVISION MONITORING STUDIES

#1 - New York Television, January 4-10, 1951 (Dallas W. Smythe)

#2 - Los Angeles Television, May 23-29, 1951 (Dallas W. Smythe and Angus Campbell)

#3 - Chicago Summer Television, July 30 - August 5, 1951 (Donald Horton, Hans O. Mauksch and Kurt Lang)

#4 - New York Television, January 4-10, 1952 (Dallas W. Smythe)

#5 - New Haven Television, May 15-21, 1952 (Dallas W. Smythe)

#6 - Three Years of New York Television, January 4-10, 1951, 1952 and 1953 compared (Dallas W. Smythe)

#7 - Four Years of New York Television, January 4-10, 1951, 1952 and 1953 and January 25-31, 1954 compared (Purdue Opinion Panel: H. H. Remmers)

Note: The name of the person(s) conducting the study is given in parentheses above.

Appendix 5

SEMINARS AND WORKSHOPS
(Ford and FAE Funds)

1953 Lincoln Lodge Seminar: General Planning for ETV. University of Wisconsin, June 21 - 27. 45 participants. (FAE)

1953 ETV Management Seminar. Iowa State College, August 30 - September 5. 19 participants. (FAE)

1953 First ETV Production Workshop. University of Illinois, August 28 - September 18. 17 participants. (FAE)

1954 Second ETV Production Workshop. Michigan State University, August 23 - September 10. 26 participants. (FAE)

1954 First ETV Engineering Workshop. New York City, October 19 - 27. 27 participants. (FAE)

1955 Third ETV Production Workshop. State University of Iowa, August 14 - September 3. 30 participants. (FAE)

1955 Second ETV Engineering Workshop. Michigan State University, September 12 - 16. 25 participants. (FAE)

1956 ETV Staging and Lighting Workshop. University of Michigan, August 19 - 22. 20 participants. (Ford)

1956 ETV Program Planning Seminar. University of Wisconsin, August 26 - September 1. 27 participants. (Ford)

1957 ETV Management Seminar. Allerton Park (University of Illinois), August 19 - 25. 24 participants. (Ford)

1958 Seminar on Children's Television Programs. Boston University, March 29 - April 1. 21 participants. (Ford)

1958 ETV Engineering Video Recording Workshop. Chicago, May 5 - 9. 30 participants. (Ford)

1958 Seminar on Instructional Uses of Television and Radio. Purdue University, July 21 - 25. 26 participants. (Ford)

Appendix 5 (Continued)

1958 ETV Management Seminar. University of Wisconsin, August 24 - 27. 32 participants. (Ford)

Note: In addition to the above FAE-Ford supported seminars and workshops, the NAEB has, during the past nine years run seven other such meetings (with funds provided by the Rockefeller and Kellogg Foundations), 18 NAEB Regional meetings (sponsored partly by the Kellogg Foundation and partly self-supporting), and participated jointly with the JCET and station WOI-TV in an ETV seminar in 1952 underwritten by the FAE. (See Appendix 8.)

## Appendix 6

## CONSULTATION SERVICES

(Note: In some cases these visits were to new stations which were having difficulties in which they needed assistance. In other cases they were visits to locations where no station was assured. The success of these teams -- and later individual visits -- in helping to secure support, approval, and station activation is a tribute to the quality of the NAEB individuals who made themselves available as consultants.)

Station WTVS, Detroit. June 8 - 10, 1955. Consultants: John Schwarzwalder, (then) KUHT, University of Houston; William Harley, WHA-TV, University of Wisconsin; Rudolph Bretz, Alabama ETV Commission; John Winnie, State University of Iowa; E. A. Hungerford, Jr., Metropolitan ETV Association, New York; Cecil Bidlack, NAEB.

Station KUON-TV, University of Nebraska. December 5 - 7, 1955. Consultants: Armand Hunter, WKAR-TV, Michigan State University; John Winnie, State University of Iowa; Jack Chenoweth, KETC, St. Louis; Cecil Bidlack, NAEB.

WOSU-TV, Ohio State University. March 12 - 14, 1956. Consultants: Armand Hunter, WKAR-TV, Michigan State University; Jack Chenoweth, KETC, St. Louis; Edward Stasheff, University of Michigan; Cecil Bidlack, NAEB.

WKNO-TV, Memphis. March 24 - 31, 1956. Consultant: William Wood, WTVS, Detroit.

WKNO-TV, Memphis. May 24 - 25, 1956. Consultant: Jack Chenoweth, KETC, St. Louis.

Oregon State System of Higher Education. June 18 - 23, 1956. Consultant: Armand Hunter, WKAR-TV, Michigan State University.

University of Alabama, Tuscaloosa, Alabama, April 17 - 20, 1957. Consultant: Frederick Remley, Jr., University of Michigan.

Metropolitan Educational Television Association, New York, April 22 - 24, 1957. Consultants: John W. Taylor, WTTW, Chicago; George Arms, KETC, St. Louis; John White, KQED, Pittsburgh.

KETC, St. Louis, June 15 - 18, 1957. Consultant: Richard B. Hull, WOSU-TV, Ohio State University.

KUED, Salt Lake City, Utah, August 25 - 27, 1958. Consultant: James Day, KQED, San Francisco.

Appendix 6 (Continued)

WTHS-TV, Miami, Florida, September 15 - 18, 1957. Consultant: Jack Chenoweth, KETC, St. Louis, Missouri.

Edgewater Park, Mississippi (Southern Region Planning), March 6 - 8, 1958. Consultants: Kenneth D. Wright, WUOT, University of Tennessee; Ed Wegener, Auburn Polytechnic Institute, Auburn, Alabama.

WHYY-TV, Philadelphia, Pennsylvania, April 7 - 9, 1958. Consultant: Fred Remley, University of Michigan.

University of Minnesota, Minneapolis, Minnesota, April 16 - 19, 1958. Consultants: I. Keith Tyler, Ohio State University; C. R. Carpenter, Pennsylvania State; Mrs. Hope Lunin Klapper, Flushing, New York; Dr. John W. Wakely and Dr. Anna T. Hampel, University of Minnesota.

Central California ETV Association, Sacramento, California, May 26 - 28, 1958. Consultants: James Robertson, WTTW, Chicago; Charles Hettinger, Pittsburgh Public Schools, Pittsburgh, Pennsylvania.

University of New Hampshire, Durham, New Hampshire, June 1 - 3, 1958. Consultants: William G. Harley, WHA-TV, University of Wisconsin; Jack McBride, KUON-TV, University of Nebraska; Cecil S. Bidlack, NAEB TV Engineer.

University of Kansas City, Kansas City, Missouri, June 30 - July 16, 1958. Consultants: Gale Adkins, University of Kansas, Lawrence, Kansas; Clair Tettemer, KETC, St. Louis, Missouri.

Alabama Educational Television Network (for tests and network planning), August 11 - 15, 1958. Consultants: Cyril M. Braum, JCET; Cecil S. Bidlack, NAEB.

REPRESENTATIVE STATEMENTS FROM RECIPIENTS OF CONSULTATION SERVICE

University of Nebraska (George S. Round, Chairman, University TV Committee) -- "This team was composed of outstanding individuals and rendered a high service to the University of Nebraska. The team went about its job intelligently and came up with a report which I am certain will help guide our television developments in the future."

The Ohio State University (Robert C. Higgy, (then) Director, WOSU and WOSU-TV) -- ".... I definitely feel that we have profited from this visit to an extent far greater than we can realize at this time.... Suggestions concerning improved production practices were especially well taken by our staff

Appendix 6 (Continued)

and will definitely result in improvements in the studio and in handling programs.... The opportunity to discuss future plans was very valuable to us and we are all sure it will have a lasting effect upon our work.... I would like to take this opportunity to express our appreciation to the team members, NAEB and all others concerned in arranging the visit for the opportunity offered through this visit. It has given confidence to our staff members that is definitely noticeable as well as many practical ideas which we have already put into operation."

Detroit Educational Television Foundation (Dr. Paul B. Rickard, Director, Radio and Television, Wayne State University) -- "The conference was an outstanding success. I am confident that it was both time and money well spent.... I think the consultation team as a group and individually were exceptionally competent people.... In general, I feel the (consultation team visit) was most successful and that the idea of sending consultation teams to local areas is one that we should encourage and continue to support.."

------ (Henry D. Brown, Chairman, Operations Committee, WTVS) -- "We are especially grateful for the cooperation of the Fund for Adult Education in making possible this grant through the auspices of the NAEB. It is universally agreed that all units of the foundation benefited...."

Metropolitan Educational Television Association (New York City) (E. A. Hungerford, Jr., Director of Operations) -- "You certainly can chalk one up for the NAEB service. We had a very fruitful conference.... It was really quite an experience to be able to ask questions of three of the top ETV leaders.... It was really a brilliant 'seminar'.... All of us made copious notes....and I am sure we will be discussing these subjects for a long time ahead. Thank you ever so much for arranging such a helpful service to us."

University of Utah (Harold W. Bentley, Dean, Extension Division) -- "(Your consultant) was extremely helpful and his talk last night before representatives of about one hundred organizations in the state more or less interested in educational television programs was especially appropriate.... (His) visit here did precisely what we hoped it would do and we are very indebted to both him and you.... I write to thank you in behalf of the Utah Educational Television Foundation and the University of Utah."

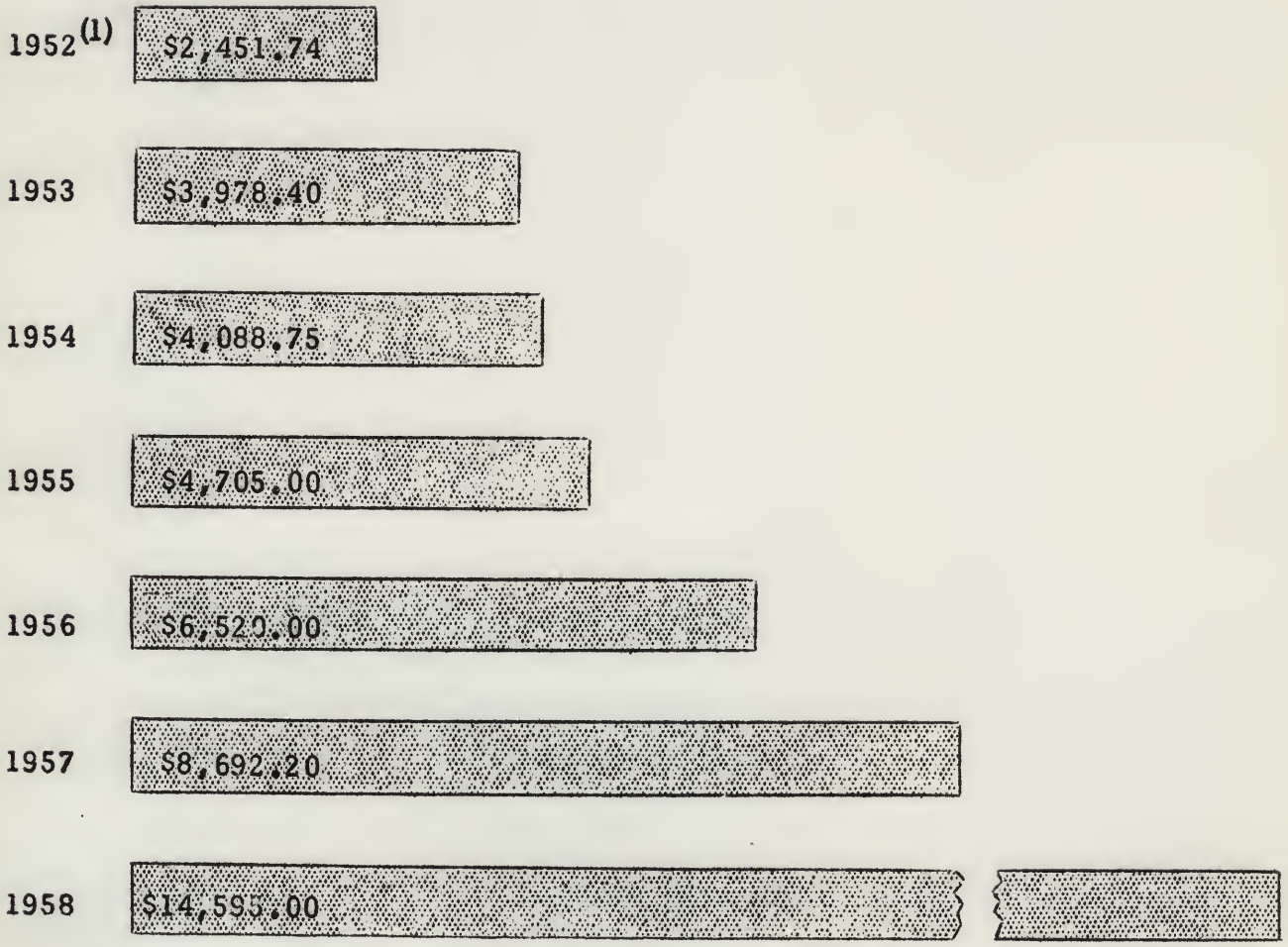
University of New Hampshire (Dr. Jere A. Chase, Director of Development) -- "I would like to take this opportunity to thank you....for what we felt here was a first class job. The report did exactly what we hoped it would do and the Trustees, when we presented it to them, agreed to go ahead with the project.... We appreciate your help on this and I can assure you that without the study you people made I feel certain we would not have received the green light."

Appendix 6 (Continued)

------ (Dr. Eldon L. Johnson, President) -- "The NAEB Consultation Team.... was of tremendous assistance to us in our efforts to activate Channel 11 in Durham.... The report itself has been of tremendous value to us, both with our University Trustees and with key people in the state at large. We needed something like this to give everyone some greater confidence that we are 'on the right track'.... we seem to have won the battle for the preservation of the channel and for minimal operation.... Many thanks again for your splendid assistance."

## Appendix 7

## INCOME FROM DUES




(1) Reliable figures prior to 1952 are not available.

## Appendix 8

### SEMINARS AND REGIONAL MEETINGS
### (Kellogg and NAEB Funds)

(Excluding 1949 and 1950 Allerton Seminars for which grants were made directly to the University of Illinois.)

1952 Region V Meeting. University of Oklahoma. March 28 - 30.

1952 School Broadcast Seminar. Allerton Park (University of Illinois). June 15 - 24.

1953 Region II Meeting. University of North Carolina. March 13 - 14.

1953 Region III Meeting. University of Michigan. May 22 - 24.

1953 Region IV Meeting. University of Oklahoma. June 14 - 16.

1953 Region VI Meeting. University of Oregon. October 16 - 17.

1954 In-School Writers Seminar. St. Louis. June 7 - 11.

1954 Region IV Meeting. Iowa State College. October 1.

1955 Region II Meeting. Atlanta. April 1 - 2.

1955 Region I Meeting. University of Massachusetts. April 8 - 9.

1955 Region V Meeting. St. Louis. May 6.

1956 Region I Meeting. Saranac, New York (Syracuse University). May 4 - 5.

1956 Radio Engineering Seminar. Allerton Park (University of Illinois). May 27 - June 1.

1956 Region V Meeting. Denver. June 14 - 15.

1956 Region VI Meeting. San Francisco. June 15 - 16.

1956 Region IV Meeting. University of Minnesota. June 21 - 22.

1957 Region III Meeting. Purdue University. January 18 - 19.

1957 Region II Meeting. Columbus. May 7.

Appendix 8 (Continued)

1957 Radio Program Planning Seminar. Allerton Park (University of Illinois), May 21 - 24.

1957 Educational Broadcasting Research Seminar. Ohio State University. December 9 - 13.

1958 Region VI Meeting. San Francisco. February 11 - 13.

1958 Conference on Educational Television and Related Media. Washington, D. C. May 26 - 28. (Co-sponsored with the United States Office of Education.)

1958 Seminar on Televised Instruction. Purdue University. August 24 - September 4. (Co-sponsored with Purdue University and operated on a self-supporting basis.)

1958 Region I Meeting. New York City. September 20 - 21.

1959 Region IV Meeting. Minneapolis. January 15.

1959 Region III Meeting. Michigan State University. February 19 - 20.

1959 Region II Meeting. Atlanta, Georgia. April 17 - 18. (Scheduled.)

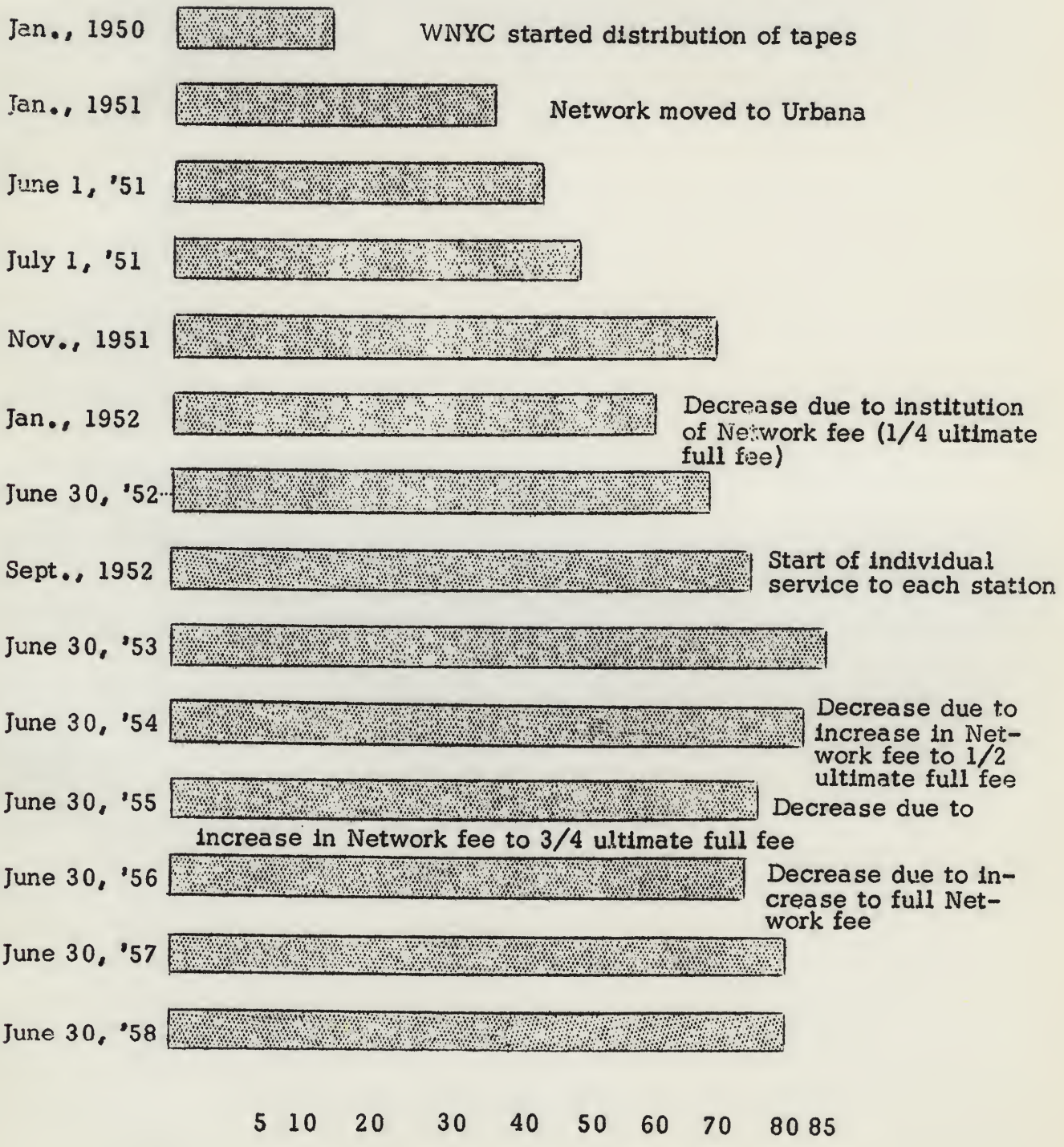
## Appendix 9

## INCOME FROM NETWORK FEES

| | | |
|---|---|---|
| 1952-53 | $8,400.00 | (est.) |
| 1953-54 | $20,741.00 | |
| 1954-55 | $30,470.07 | |
| 1955-56 | $35,046.50 | |
| 1956-57 | $36,348.50 | |
| 1957-58 | $34,653.50 | |

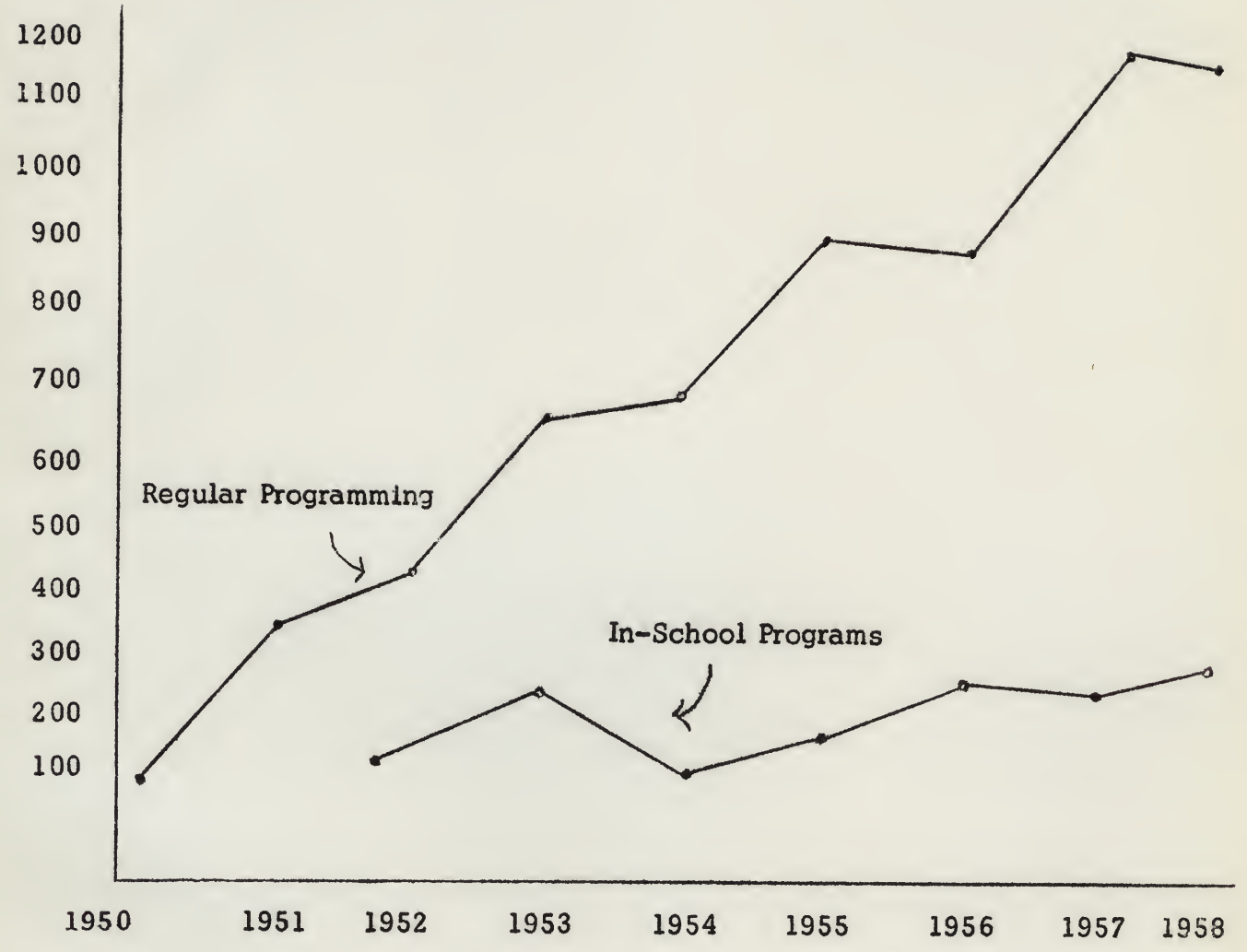
## Appendix 10

## GROWTH IN NETWORK MEMBERSHIP


Jan., 1950
WNYC started distribution of tapes
Jan., 1951
Network moved to Urbana
June 1, '51
July 1, '51
Nov., 1951
Jan., 1952
Decrease due to institution of Network fee (1/4 ultimate full fee)
June 30, '52
Sept., 1952
Start of individual service to each station
June 30, '53
June 30, '54
Decrease due to increase in Network fee to 1/2 ultimate full fee
June 30, '55
Decrease due to increase in Network fee to 3/4 ultimate full fee
June 30, '56
Decrease due to increase to full Network fee
June 30, '57
June 30, '58
5 10 20 30 40 50 60 70 80 85

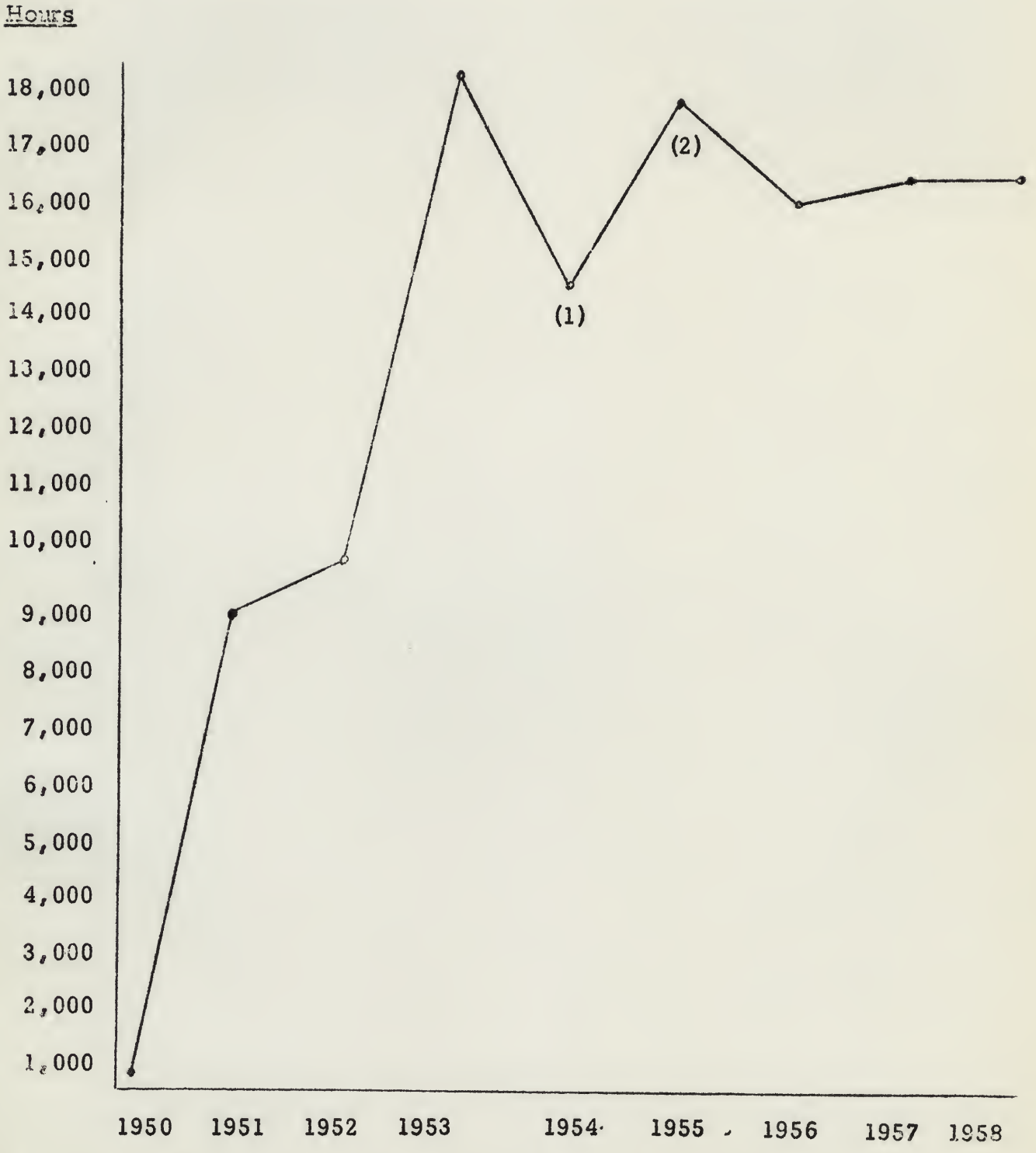
Appendix 11

NUMBER OF NETWORK PROGRAMS DISTRIBUTED



Appendix 12

TOTAL AIR TIME OF REGULAR NETWORK PROGRAMMING*




* "Total Air Time" is arrived at by multiplying the length of each series

Appendix 12 (Continued)

offered by the number of stations ordering that series and adding the resultant totals.

(1) The drop in Total Air Time in 1954 is due largely to the fact that the Network fee was doubled (from 1/4 ultimate full rate to 1/2 full rate) on July 1, 1953, and many smaller stations had to drop the Network service (although many later rejoined) as of that date. However, this loss does not become so evident until 1954 because a larger number of stations had taken programs during the first half of 1953. Then another increase in July, 1954 caused another drop which reduced the number of orders during the last half of the calendar year.

(2) For the first time in 1955 distribution of "Special" programs was included in the statistical record of program distribution. Due to incomplete earlier records in this category the 1955 figures include "Special" programs for all previous years as well as 1955. This, at least in large measure, accounts for the great increase over 1954 and the lower figures in 1956 and 1957 which include the "Special" programs for these years but not a previous accumulation. Taking this into account shows a steadily encouraging rise from 1954 to the present.

## Appendix 13

## NAEB COMMITTEES AND MEMBERS

Executive Committee: William Harley, Stations WHA-AM-FM-TV, University of Wisconsin, Chairman; Graydon Ausmus, Station WUOA, University of Alabama; Robert Coleman, East Lansing, Michigan; Keith Engar, Station KUED, University of Utah; Jack McBride, Station KUON-TV, University of Nebraska; Robert Schenkkan, Station KUT-FM, University of Texas.

Awards and Citations Committee: Franklin Dunham, United States Office of Education, Chairman; Richard Hull, Stations WOSU-AM-FM-TV, Ohio State University; H. B. McCarty, Stations WHA-AM-FM-TV, University of Wisconsin; Frank Schooley, Stations WILL-AM-FM-TV, University of Illinois; I. Keith Tyler, Institute for Education by Radio-TV, Ohio State University; Judith Waller, 1515 Davis Street, Evanston, Illinois.

Constitution Committee: James Miles, Station WBAA, Purdue University, Chairman; Richard Bell, Arizona State College; Franklin Dunham, United States Office of Education; Garnet Garrison, University of Michigan; Armand Hunter, Station WMSB, Michigan State University; Leonard Marks, Cohn and Marks, Washington, D. C.

Engineering Committee: Carl Menzer, Stations WSUI and KSUI, State University of Iowa, Chairman; John Brugger, Washington County Public Schools, Hagerstown, Maryland; Keith Ketchum, Stations WOI-AM-FM-TV, Iowa State University; C. E. Phillips, Station WERS, Emerson College; Fred Remley, TV Center, University of Michigan; Jack Stiehl, Stations WHA-AM-FM-TV, University of Wisconsin.

Finance Committee: William Harley, University of Wisconsin, Chairman.

Planning Subcommittee: Richard Hull, Stations WOSU-AM-FM-TV, Ohio State University, Chairman; James Miles, Station WBAA, Purdue University; Frank Schooley, Stations WILL-AM-FM-TV, University of Illinois.

Special Projects Subcommittee: Frank Schooley, Stations WILL-AM-FM-TV, University of Illinois, Chairman; Richard Hull, Stations WOSU-AM-FM-TV, Ohio State University; Robert Schenkkan, Station KUT-FM, University of Texas.

Grants-in-Aid Committee: Edward Rosenheim, Jr., University of Chicago, Chairman; R. Edwin Browne, Stations KFKU and KANU, University of Kansas; Larry Frymire, Stations WKAR-AM-FM, Michigan State University; Harry Lamb, Station WTDS, Toledo Public Schools; Mrs. Elizabeth Marshall, Station WBEZ, Chicago Board of Education.

Appendix 13 (Continued)

Closed Circuit TV Committee: Leslie Greenhill, Pennsylvania State University, Chairman; Neal Balanoff, Stephens College; William Brish, Washington County Public Schools, Hagerstown, Maryland; Glenn Macomber, Miami University, Oxford, Ohio; Miss Wanda Mitchell, Evanston Township High School; Donald Schein, Mohawk-Hudson Council on ETV, Schenectady, New York; Glenn Starlin, Inter-Institutional Teaching Project, University of Oregon.

TV Planning Committee: Jack McBride, Station KUON-TV, University of Nebraska, Chairman; Franklin Bouwsma, Station WTVS, Detroit Educational Television Foundation; Richard Burdick, Station WHYY-TV, Philadelphia, Pennsylvania; Hartford Gunn, Station WGBH-TV, Boston, Massachusetts; Keith Nighbert, Station WENH, University of New Hampshire; Richard Rider, Station WILL-TV, University of Illinois; John Schwarzwalder, Station KTCA, Minneapolis-St. Paul; Loren Stone, Station KCTS, University of Washington.

Radio Planning Committee: Larry Frymire, Stations WKAR-AM-FM, Michigan State University, Chairman; E. G. Burrows, Station WUOM, University of Michigan; Clifford Eblen, Stations WHA-AM-FM, University of Wisconsin; Stephen Hathaway, Station WMUB, Miami University, Oxford, Ohio; Miss Ola Hiller, Station WFBE, Flint, Michigan; Hugh Mix, Station WNAD, University of Oklahoma; Len Press, Station WBKY, University of Kentucky; E. J. Slack, Station KUSD, University of South Dakota.

Utilization Committee: Gale Adkins, University of Kansas, Chairman.

Radio Subcommittee: George Johnson, Station WFIU, Indiana University, Chairman; Gertrude Broderick, United States Office of Education; James Fellows, Empire State School of the Air; Miss Marguerite Fleming, Station KSLH, St. Louis Board of Education; John Henderson, Station WBAA, Purdue University.

TV Subcommittee: Clair Tettemer, Station KETC, St. Louis, Missouri, Chairman; Clifford Erickson, Chicago City Junior College; Miss Wanda Mitchell, Evanston Township High School; Uberto Neely, Station WCET, Cincinnati, Ohio; Lewis Rhodes, Station KUON, University of Nebraska.

Professional Advancement Committee: Earl Wynn, Stations WUNC-FM-TV, University of North Carolina, Chairman; Vernon Bronson, Stations WTHS-FM-TV, Dade County Board of Public Instruction; R. Edwin Browne, Stations KFKU and KANU, University of Kansas; James Day, Station KQED, San Francisco; Donley Feddersen, Station WTTW, Chicago; Harry Lamb, Station WTDS, Toledo Public Schools; Carl Menzer, Stations WSUI and KSUI, State University of Iowa; Robert Schenkkan, Station KUT-FM, University of Texas.

Appendix 13 (Continued)

Membership Committee: Raymond Hurlbert, Alabama ETV Commission, Birmingham, Chairman; Mrs. Gertrude Broderick, United States Office of Education; Region I - Jack Summerfield, Stations WGBH-FM-TV, Boston, Massachusetts; Region II - Kenneth Christiansen, University of Florida; Region III - Lee Dreyfus, Station WDET, Wayne State University; Region IV - Father R. C. Williams, S.J., Creighton University; Region V - Bernarr Cooper, Station KNME-TV, University of New Mexico; Region VI - Mrs. Patricia Swenson, Station KBPS, Portland Public Schools.

Publications Committee: Frank Schooley, Stations WILL-AM-FM-TV, University of Illinois, Chairman; Gertrude Broderick, United States Office of Education; Philip Lewis, Board of Education, Chicago; Edward Stasheff, University of Michigan; Elmer Sulzer, Station WFIU, Indiana University; Tracy Tyler, University of Minnesota.

Public Relations Committee: Elmer Sulzer, Station WFIU, Indiana University, Chairman; William Bender, University of Michigan Medical Center; Franklin Bouwsma, Station WTVS, Detroit Educational Television Foundation; Raymond Cheydleur, Manatee Junior College; Milford Jensen, St. Olaf's College; Rae Weimer, University of Florida.

Radio Network Committee: Richard Vogl, Stations WOI-AM-FM, Iowa State College, Chairman; Robert Boyle, Station KUOM, University of Minnesota; E. G. Burrows, Station WUOM, University of Michigan; Myron Curry, Station KFJM, University of North Dakota; Burt Harrison, Station KWSC, Washington State College; Kenneth Kager, Station KUOW, University of Washington; A. Paul Klose, Station WSOU, Seton Hall University; R. C. Norris, Station KUT-FM, University of Texas; Don Quayle, Station WOSU, Ohio State University; John Regneil, Stations WILL-AM-FM, University of Illinois; Jack Summerfield, Station WGBH-FM, Boston; Philip Thompson, Station WUOT, University of Tennessee; Wayne C. Wayne, Stations WKAR-AM-FM, Michigan State University.

Radio Network School Committee: Mrs. Kathleen Lardie, Station WDTR, Detroit Board of Education, Chairman; McCabe Day, Station WVSH, School City of Huntington; Mrs. Dorothy Klock, Station WNYE, New York Board of Education; Miss Lillian Lee, Station WABE, Atlanta Board of Education; Mrs. Elizabeth Marshall, Station WBEZ, Chicago Board of Education; Miss Arlene McKellar, Stations WHA-AM-FM, University of Wisconsin; Claude Smith, Station WPSR, School City of Evansville, Evansville, Indiana; Mrs. Margaret Tyler, Stations WOSU-AM-FM, Ohio State University; Mrs. Patricia Swenson, Station KBPS, Portland, Oregon.

Appendix 13 (Continued)

Research Committee: Sam Becker, TV Center, State University of Iowa, Chairman; John Ellery, Wayne State University; Richard Evans, University of Houston; Kenneth Harwood, University of Southern California; Hideya Kumata, Michigan State University; Irving Merrill, Station WMSB, Michigan State University; Bruce H. Westley, University of Wisconsin; Dallas Smythe, Institute of Communications Research, University of Illinois, Urbana, Illinois.

International Relations Committee: Keith Engar, Station KUED, University of Utah, Salt Lake City, Utah, Chairman; James Collins, Station WHA, University of Wisconsin, Madison, Wisconsin; Burton Paulu, Station KUOM, University of Minnesota, Minneapolis, Minn.; John Meaney, University of Houston, Houston, Texas; Robert Schenkkan, University of Texas, Austin, Texas; Jack Summerfield, Station WGBH-FM, Boston, Massachusetts; Alec Sutherland, University of Chicago, Chicago, Illinois; John Winnie, University of Iowa, Iowa City, Iowa.

Appendix 14

# GROWTH OF NAEB MEMBERSHIP
## 1949 - 1958

| | | |
|---|---|---|
| 1949: | | |
| Total, all categories[1] | | 104 |
| November, 1951: | | |
| Total, all categories[1] | | 125 |
| June 30, 1952: | | |
| Total, all categories[1] | | 142 |
| June 30, 1953: | | |
| Total, all categories[1] | | 202 |
| June 30, 1954: | | |
| Active members | 113 | |
| Associate members | 97 | |
| Affiliate members[2] | 25 | |
| Honorary members | 2 | |
| Total | | 237 |
| June 30, 1955: | | |
| Active members | 121 | |
| Associate members | 104 | |
| Affiliate members[2] | 37 | |
| Honorary members | 3 | |
| Total | | 265 |
| June 30, 1956: | | |
| Active members | 115 | |
| Associate members[3] | 79 | |
| Affiliate members[2, 3] | 73 | |
| Honorary members | 3 | |
| Total | | 270 |

Appendix 14 (Continued)

June 30, 1957:

| | | | |
|---|---|---|---|
| Active members | 125 | | |
| Associate members | 87 | | |
| Affiliate members[4] | 51 | | |
| Individual members[4] | 300 | (approximate) | |
| Honorary members | 3 | | |
| Total | | | 566 |

June 30, 1958:

| | | | |
|---|---|---|---|
| Active members | 132 | | |
| Associate members | 94 | | |
| Affiliate members | 56 | | |
| Industrial Associates[5] | 1 | | |
| Sustaining members[5] | 1 | | |
| Individual members | 307 | | |
| Honorary members | 3 | | |
| Total | | | 594 |

1 Statistics on membership within categories not available for these years.

2 Includes individuals, relatively few in number, belonging to the Association.

3 Decrease in Associate membership and increase in Affiliate membership largely a result of internal re-classification.

4 In October, 1956, the AERT was absorbed and its members became Individual members of the NAEB. At the same time, persons who had previously belonged to the NAEB and had been classified as Affiliate members were transferred into the new Individual category, resulting in a decrease in the number of Affiliate members. Only an approximate figure can be given for the number of Individual members as of June 30, 1957 because transition from AERT status to NAEB status had not been completed.

5 These two new categories of membership - Industrial Associate and Sustaining member - were added within the past year. No concentrated effort has yet been made to secure new members in these categories. As of February 1959 there are three Industrial Associates.

## Appendix 15

## THE TRAINING PROGRAM of the NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

General Statement:

The NAEB has for many years conducted seminars, workshops and regional meetings, and given scholarships for the professional upgrading of members of the staffs of member institution stations and program production centers. These seminars have cut across all levels of operation and activity of staff members, and educational broadcast policy. At a time when the only staff members in commercial broadcasting who must meet specific qualifications are the engineers (who must be licensed by the FCC), the NAEB has been concerned with raising standards of social, educational and moral responsibility for those who plan and produce the program fare offered nationally, thinking this to be a more urgent problem than that of those responsible merely for its safe delivery into the homes and schools of America.

Specific Seminars and Workshops:

Besides some thirteen regional meetings, annual conventions, some 75 scholarships awarded for advanced study at accredited institutions at the graduate level, some 30 more grants-in-aid to educational institutions to help them set up better workshops and summer sessions (attended by some 600 individuals), and participation in the Fulbright and other international exchanges programs, the NAEB has since 1949 itself set up and conducted the following seminars and workshops (ranging in length from three days to three weeks), attended by 688 members of NAEB station and production center staffs:

1. 1949. First Allerton House (University of Illinois) Seminar (Rockefeller). For Policy Officers and Station Directors. Goal setting. Twenty participants plus 26 consultants, including such individuals as Dr. Donald Horton, Anthropologist; Dr. Paul Lazarsfeld, Sociologist; Dr. Howard McClusky, education and adult education specialist; Dr. Justin Miller, then President of the National Association of Broadcasters; and numerous research and communications experts.

   Foreign specialists were also present from Denmark, Great Britain, Japan, Korea and the Philippines.

2. 1950. Second Allerton Seminar (Rockefeller). For Program Directors and Station Directors. Twenty-nine participants from the U.S. and Canada plus 23 consultants, including Dr. Walter Agard, Professor of Classics; Dr. Kenneth Benne, Professor of Education and Adult Education; Dr. Lee Cronbach, Professor of Educational Psychology; Dr. Kenneth Hudson, Fine Arts Dean; Dr. Richard McKeon, Professor of Philosophy; Dr. O. H. Mowrer, Professor of Psychology; Dr. Allen Nevins, Author and Professor of History; Dr. Robert Redfield, Professor of Anthropology; Robert Lewis Shayon, Radio-TV Critic and writer-producer; Dr. George Stoddard, Psychologist and then President of the University of Illinois; NBC News Commentator Clifton Utley; and representatives of UNESCO, Research and other organizations.

3. 1952. Allerton: School Broadcast Seminar (Kellogg). For those responsible for in-school broadcasting, principally radio. Twenty participants plus 16 consultants, including Dr. Harold Hand, professor of education; Dr. Benjamin Bloom, Examiner's Office, University of Chicago; Dr. Gordon Hullfish, Educational Philosopher; Dr. Wilbur Schramm, Dr. Fredrick Siebert and other communications and research experts.

4. 1952. First Educational TV Workshop (jointly with the JCET; (Joint Committee on ETV) at Iowa State College (FAE: Fund for Adult Education). For (future) ETV Station Managers. Fifty-two participants plus some thirty consultants, and members of staff of staff of WOI-TV (first educationally-owned TV stations, then on the air). Consultants included the Honorable Paul A. Walker, chairman of the Federal Communications Commission, legal counsel from the JCET, and production and administration specialists.

5. 1953. Lincoln Lodge (Madison, Wisconsin) Seminar (FAE). For ETV Station Managers, Directors, administrators, educational directors, foundation representatives, and representatives of the ETRC (Educational Television and Radio Center) and the JCET. Direction-setting, policy and organization. Forty-five participants. Consultants included: Dr. Edgar Dale, Bureau Educational Research at Ohio State; Dr. Dale Harris, Director of the Department of Child Welfare, University of Minnesota, Dr. Harold Lasswell of the School of Law of Yale University, and other distinguished scholars, whose guidance we sought.

6. 1953. ETV Management Seminar (FAE) at Iowa State College. For ETV Station Managers. Policy, administration, organization. Nineteen participants plus management, legal, public affairs, and program consultants.

7. 1953. First ETV Production Workshop at the University of Illinois. (FAE) For ETV station and production center producers. Seventeen participants plus production consultants.

8. 1954. In-School Writers Seminar (Kellogg). For writers of in-school (principally radio) programs. At KSLH, St. Louis Public School Station. Twenty-one participants, plus consultants and KSLH staff. Consultants included Mrs. Gertrude McCance of the Canadian Broadcasting Corporation's School Service, and Professor Harold Hand, School of Eductation, University of Illinois.

9. 1954. Second ETV Production Workshop (FAE). For Producers and Production Supervisors. At Michigan State University. Twenty-six participants from the U.S. and Canada plus consultants and WKAR-TV (Michigan State) staff.

10. 1954. First ETV Engineering Workshop (FAE). For engineers involved in ETV station planning, installation, operation, and testing, and kinescope recording. Held in the New York area (with cooperation of General Presision Laboratories, RCA, Dumont and the commercial networks.) Twenty-seven participants plus industrial representatives and consultants.

11. 1955. Third ETV Production Workshop (FAE). At State University of Iowa's TV and Film Production Center. Thirty participants plus production, lighting, and graphics consultants and Iowa staff members.

12. 1955. Second ETV Engineering Workshop (FAE). At Michigan State (WKAR-TV). Emphasis on operational and testing problems and kinescope recording. Twenty-five participants plus some 20 industry consultants and Michigan State staff.

13. 1956. Radio Engineering Seminar (Kellogg). At Allerton Park, University of Illinois. Emphasis on tape recording and general installation, operation and testing procedures. Thirty-one participants plus consultants from such firms as Minnesota Mining Co., and various engineering firms and schools and WILL staff members.

14. 1956. ETV Staging and Lighting Workshop (Ford). At University of Michigan, for individuals responsible for staging, lighting, visuals, graphics and related procedures. Twenty participants plus professional consultants and University of Michigan Production Center staff.

15. 1956. ETV Program Planning Seminar (Ford.) Held at University of Wisconsin (WHA-TV). Basic balanced planning problems of individuals responsible for ETV station program policy. Twenty-seven participants plus consultants and WHA-TV staff members. Consultants included Dr. Clyde Kluckhohn, Anthropologist of Harvard University; Jack McGiffert of CBS "Camera Three"; Dr. Huston Smith, Professor of Psychology and Religion at Washington University, St. Louis; and Professor Peter Yankwich, Department of Chemistry, University of Illinois.

16. 1957. Radio Program Planning Seminar (Kellogg). Held at Allerton Park. Same as above, but in radio. Twenty-nine participants plus consultants. The latter included Dr. Joseph Gusfield, Department of Sociology, University of Illinois; Dr. Sydney Roslow, Director of the Pulse, Inc., (research firm); NAEB Legal Counsel Leonard Marks; and Dr. Robert Streeter, Dean of the College, University of Chicago.

17. 1957. ETV Management Seminar (Ford). At Allerton Park. The second of continuing series of problem-solving and policy-developing seminars of ETV Station Managers. Twenty-four participants plus representatives of JCET and ETRC and consultants, including research and subject area specialists.

18. 1957. ETV Research Seminar (Kellogg). This was the first bench-mark seminar for individuals in charge of research in educational TV stations and closed circuit installations. At Ohio State University. Twenty-three participants plus over twenty educational and research consultants and Ohio State staff members. Consultants included such distinguished scholars and professors as Dr. Reuel Denny, Dr. Benjamin Bloom, Dr. Ralph Tyler, and such Communication Research experts and directors as Dr. Herta Herzog, Dr. Franklin Knower, Dr. Paul Lazarsfeld, Dr. John J. Scanlon, and Dr. Gerhart Wiebe.

19. 1958. Children's Program Seminar (Ford.) At Boston University, jointly with Agoos Foundation. Seminar for commercial station children's program directors. Twenty-one educational participants (from U.S. and Canada) plus consultants and Boston University and Lowell Institute staffs. Consultants included such experts as Dr. Urie Bronfenbrenner, Department of Child Development and Family Relationships, of Cornell; Dr. Arthur Lumsdaine, of the University of California; Dr. Frederick Sheffield, Professor of Psychology at Yale; Dr. Alberta Siegal of Stanford, Dr. Nathan Maccoby of Boston University; Dr. Eleanor Maccoby of Harvard; and Directors of Children's radio, TV and film programs from the U.S. and Canada.

20. 1958. TV Engineering Video Recording Workshop (Ford). Held in Chicago at member ETV Station WTTW. Problems of kinescope and preparation for video tape recording problems. Thirty participants plus consultants from all major industrial firms and WTTW staff members.

21. 1958. Conference on Educational Television (jointly with U.S. Office of Education), Washington, D. C. For educational leaders and administrators of the U.S., jointly with responsible policy personnel from U.S. educational television and radio, research specialists, audio-visual specialists, foundation representatives, and representatives of teacher organizations (NAEB funds). Seventy-five participants plus consultants and U.S. Office of Education staff.

22. 1958. Seminar on Instructional Uses of Television and Radio (Ford). Held at Purdue University. For those responsible for planning and coordinating in-school broadcasts and representatives of teacher-training institutions responsible for teaching methods courses. Twenty-six participants plus consultants and Purdue and NAEB staffs.

23. 1958. TV Instructional Seminar (Self-supporting). For administrative representatives of institutions doing ETV instruction, both broadcast and closed circuit, representatives plus consultants principally from teacher-training institutions, foundations and Purdue administrative, education and TV staffs.

24. 1958. (Third) ETV Management Seminar (Ford). Held at the University of Wisconsin. Thirty-two participants plus consultants from the AAUP, ETRC JCET, and members of the WHA-TV (Wisconsin) staff.

HJS:jg
10/23/58

Appendix 16

# N. A. E. B.

# PUBLICATIONS AND RECORDINGS

Herewith a listing of the major publications and records which the National Association of Educational Broadcasters has available for distribution to the membership and the general public.

Order blanks are included. Any of the materials listed may be ordered from the National Association of Educational Broadcasters, 14 Gregory Hall, Urbana, Illinois.

(REVISED EDITION. DISCARD ALL PREVIOUS LISTS. PRICES INDICATED IN PREVIOUS LISTS NO LONGER APPLICABLE.)

The National Association of Educational Broadcasters

14 Gregory Hall
Urbana, Illinois

Revised, February, 1959

# MISCELLANEOUS MATERIAL

Publ.
No.

Q-8 The NAEB Radio-Television Bibliography - Burton Paulu
A listing of books and articles on all the nontechnical aspects of broadcasting covering the period January 1, 1949 to June 30, 1952. 129 pp. Paper. $2.00

D-5 NAEB Directory of Members
The location, call letters, power and frequency, names and telephone numbers of all NAEB members. February 1, 1959. Paper. $2.00

Q-4 Clearance Rights and Legal Problems of Educational Radio and Television Stations - Fredrick S. Siebert
A brief summary covering such points as "Common-Law Protection," "Copyright Protections," "Use of Copyrighted Literary Materials," "Recording Rights," "Unfair Competition," "Privacy," and "Contractual Obligations." February, 1955. 6 pp. Paper. 50¢

D-7 Technical Directory - Cecil S. Bidlack, Editor
Listing of technical personnel at educational radio and television stations, and production stations. February, 1957. 26 pp. Paper. 50¢

P-5 NAEB Newsletter
The official monthly periodical of the National Association of Educational Broadcasters. Approximately 10 pp. Paper. $5.00 per year. (Back issues 50¢ when available.)

P-7 NAEB Journal
A professional journal devoted to articles prepared by leaders in the field of education and concerned with the utilization of radio and television for education, as well as the specific field of educational broadcasting. (Beginning with January, 1958, issue includes NAEB ETV Fact Sheets formerly sold separately. These Fact Sheets are an effort to digest and centralize available research, principally on the effectiveness of radio and television as directly instructional tools. Includes research into techniques of presentation, production principles, and content and audience research.) Published eight time a year (monthly except June, July, August and September). Approximately 50 pp. Paper. $4.00 per year. (Back issues 50¢ when available.)

## REPORTS OF WORKSHOPS AND SEMINARS

Publ. No.

W-1 Public School Broadcasting (Third Allerton Seminar) - Harry Lamb, Editor
A report of the deliberations and recommendations of the seminar on in-school broadcasting, held at Allerton Park, University of Illinois, June 15-24, 1952. 50 pp. Paper. $1.00

W-2 In-School Writers' Seminar - Edward Stasheff, Editor
A report of the seminar for writers of in-school radio programs held at Station KSLH, St. Louis, Missouri, June 7-11, 1954. 36 pp. Paper. $1.00

W-5 NAEB Lincoln Lodge Seminar on Educational Television - Burton Paulu, Editor
A report of the deliberations and recommendations of leaders in the field of educational broadcasting who gathered at the University of Wisconsin, June 21-27, 1953, for an intensive "think session" about educational television. June, 1953. 109 pp. Paper. $2.00

W-6 NAEB First TV Production Workshop - 1953 - Edward Stasheff, Editor
Report of production workshop for persons engaged in educational television, held at the University of Illinois, August 28-September 18, 1953. September, 1953. 112 pp. Paper. $2.00

W-7 NAEB Second TV Production Workshop - 1954 - Edward Stasheff, Editor
Report of the production workshop for persons engaged in educational television, held at Michigan State University, August 23-September 10, 1954. An account of its lectures, demonstrations, procedures, and projects. April, 1955. 133 pp. Paper. $2.00

W-8 NAEB First TV Engineering Workshop - 1954 - Cecil S. Bidlack, Editor
Report of the engineering workshop for technical personnel in educational television, held in New York City, October 22-26, 1954. June, 1955. 61 pp. Paper. $2.00

W-9 NAEB Management Seminar - 1953
Report of the seminar for educational television management personnel, held at Iowa State College. September, 1955. 42 pp. Paper. $1.00

W-13 NAEB Third TV Production Workshop - 1955 - Edward Stasheff, Editor
Report of the production workshop for persons engaged in educational television, held at the State University of Iowa, August 14-September 3, 1955. 1956. 72 pp. Paper. $2.00

W-14 NAEB Second TV Engineering Workshop - 1955 - Cecil S. Bidlack, Editor
Report of the engineering workshop for technical personnel in educational television, held at Michigan State University, September 12-16, 1955. 1956. 189 pp. Paper. $2.00

W-16 NAEB Radio Program Planning Seminar - Walt Whitaker, Editor
Report of the Radio Program Planning Seminar held at Allerton Park, University of Illinois, April 21-24, 1957, for personnel engaged in educational radio program planning. 1958. 88 pp. Paper. $2.00

## REPORTS OF WORKSHOPS AND SEMINARS (CON'T.)

Publ. No.

W-17 NAEB Video Recording Workshop - Cecil S. Bidlack, Editor
Report of the Video Recording Workshop held in the WTTW Studios, Chicago, Illinois, May 5-9, 1958, for engineers from educational TV stations operating kinescope recorders. 1958. 62 pp. Paper. $1.00

W-18 NAEB Seminar on Children's Television Programs - Harold E. Hill, Editor
Report of the Seminar on Children's Television Programs held at Boston University, March 29-April 1, 1958, for educational and commercial broadcasters of children's TV programs. 1958. 37 pp. Paper. $2.00

W-21 NAEB Radio and Audio Engineering Seminar - Cecil S. Bidlack, Editor
Report of the Radio and Audio Engineering Seminar held at Allerton Park, University of Illinois, May 27-June 1, 1956, for technical personnel in NAEB member radio stations. July, 1956. 23 pp. Paper. $1.00

W-22 NAEB TV Lighting and Staging Workshop - Hazen J. Schumacher, Editor
Report of the TV lighting and Staging Workshop held at the University of Michigan, August 19-22, 1956, for ETV personnel actively engaged in lighting and staging work. February, 1957. 10 pp. Paper. 50¢

W-23 NAEB TV Program Planning Seminar - William G. Harley, Editor
Report of the Program Planning Seminar, for personnel actively engaged in planning of programs for ETV stations and production centers, held at the University of Wisconsin, August 26-September 1, 1956. February, 1957. 64 pp. Paper. $1.00

W-26 NAEB Research Seminar for Educational Television and Radio - I. Keith Tyler, Editor
Report of the Research Seminar for Educational TV and Radio held at Ohio State University, December 9-13, 1957, for research specialists in educational broadcasting. 1958. 31 pp. Paper. $1.00

W-27 NAEB Seminar on Instructional Uses of Television and Radio - Elaine Afton, Editor
Report on the Seminar of instructional uses of TV and Radio held at Purdue University, July 21-25, 1958, for TV staffs associated with educational broadcasting and educators responsible for training prospective teachers. 1958. 62 pp. Paper. $2.00

# RESEARCH MATERIAL

Publ. No.

R-1 The National Association of Educational Broadcasters: A History - Harold E. Hill

A survey of the development of the NAEB from its founding in 1925 to the present day. (M. S. Thesis: University of Illincis, 1954.) October 1, 1954. 65 pp. Paper. $1.00

R-2 Some Comparisons Between British and American Television (Research Project Report #2) - John T. Suchy

Excerpts from a thesis presented in partial fulfillment of the requirements for the M.A. degree in Journalism at the State University of Iowa. October, 1954. 22 pp. Paper. $1.00

R-3 The Administrative Problems on the 10-Watt Educational FM Station - (Research Project Report #3) - Lowell G. Perry

A study of the 10-watt FM station: organization, policy, programming, music activities, equipment, engineering, budget, etc. October, 1954. 30 pp. Paper. $1.00

R-16 Children's Programs on Educational TV Stations - William G. Dochterman

An analysis of children's programming on ETV stations in the United States, as of May 1, 1956. June 30, 1956. 35 pp. Paper. $1.00

R-17 Conducting A Telephone Coincidental Survey - (Research Project Report #4) - Samuel L. Becker

A study of the telephone survey of listeners to educational broadcasting. December, 1958. 15 pp. Paper. $1.00

## NAEB ENGINEERING COMMITTEE REPORTS

Publ.
No.

E-3 No. 3 Operating Techniques for Video Records - Keith K. Ketcham and Herbert T. Krajewski
This report contains sections on "The Positive Sound Track," "Exposing the Positive Picture," "Exposing the Negative Picture," "Developing the Exposed Negative," "Printing the Negative," "Exposure Comparison," and "Some Difficulties Encountered." July, 1953. 11 pp. Paper. 50¢

E-4 No. 4 Engineering Operations Problems Based on Three Years of Operation WOI-TV
A survey of the problems encountered in television operations as observed over a three-year period. The report contains sections on "Film Slide Operation," "Addition of Live Net," and "Addition of Live Studio Operation." November, 1953. 4 pp. Paper. 50¢

E-5 No. 5 The Theory of Video Recording - Joseph W. Belcher
This report is intended as a guide to making good video recordings using standard techniques. There are sections on "Basic Theory," "Sensitometry," "Electrical Factors Influencing Exposure," "The Need for Gamma Correction," "Film Standards," and "Sound." March, 1954. 19 pp. Paper. 50¢

E-6 No. 6 NAEB Tape Recording - Carl Menzer
This report was written in an effort to improve the audio quality of the programs supplied by the NAEB Network. There are sections on "Amplifier Characteristics--Electrical," "Recording and Playback Head Maintenance and Adjustment." April, 1954. 6 pp. Paper. 50¢

E-10 Complete Set, 4 Engineering Reports. $1.25

Q-10 Test Equipment Inventory - Cecil S. Bidlack, Editor
A detailed inventory of the test equipment in use at educational radio and television stations and production centers including station data and listing chief engineers. February, 1957. 37 pp. Paper. $1.00

## NAEB TV DEVELOPMENT COMMITTEE REPORTS

TD-1 No. 1 Student and Staff Training in Educational Television Stations - Art Weld

A survey of the staff and student training programs of 13 educational television stations. Trends in training may be studied by comparing this study with an earlier one done in 1953 (TV Operations Committee Report No. 6). June, 1956. 13 pp. Paper. 50¢

TD-2 No. 2 Compensation of Faculty for Appearances on Educational Television Programs - Jack McBride

Summary statements from 26 educational institutions regularly producing educational TV programs (either over their own stations or commercial facilities) concerning the problem of compensation for faculty members appearing on ETV programs. Trends in this still evolving problem area may be studied by comparing this report with an earlier one issued in 1954 (TV Operations Committee Report No. 7). June, 1956. 15 pp. Paper. 50¢

## TELEVISION MONITORING STUDIES

Publ. No.

M-1 New York Television (Studies #1 and #4) - Dallas W. Smythe
A comprehensive study of the programs carried by the New York City television stations during the period January 4-10, 1951 and January 4-10, 1952. 108 pp. Paper. $3.00 (Special price to NAEB members - $1.00)

M-2 Los Angeles Television (Study #2) - Dallas W. Smythe and Angus Campbell
A comprehensive study of the programs carried by the Los Angeles television stations during the period May 23-29, 1951. 94 pp. Paper. $3.00 (Special price to NAEB members - $1.00)

M-3 Chicago Summer Television (Study #3) - Hans O. Mauksch, Donald Horton, and Kurt Lang
A comprehensive study of the programs carried by the Chicago television stations on August 5, 1951. 73 pp. Paper. $3.00 (Special price to NAEB members - $1.00)

M-4 New Haven Television (Study #5) - Dallas W. Smythe
A comprehensive study of the programs carried by the New Haven television station during the period May 15-21, 1952. 119 pp. Paper. $3.00 (Special price to NAEB members - $1.00)

M-5 Three Years of New York Television (Study #6) - Dallas W. Smythe
A comprehensive study of the programs carried by the New York City television stations during the period January 4-10, 1953 and compared with January 4-10, 1951 and 1952. 161 pp. Paper. $3.00 (Special price to NAEB members - $1.00)

M-6 Four Years of New York Television (Study #7) - H. H. Remmers (Purdue Opinion Panel)
A comprehensive study of the programs carried by the New York City television stations during the period January 25-31, 1954 and compared with the three previous years. 92 pp. Paper. $3.00 (Special price to NAEB members - $1.00)

R-2 See also Some Comparisons Between British and American Television (Research Project #2) - John T. Suchy
Excerpts from a thesis presented in partial fulfillment of the requirements for the M.A. Degree in Journalism at the State University of Iowa. October, 1954. 22 pp. Paper. 50¢

M-10 Complete set of all Monitoring Studies listed above, $12.00 (Special price to NAEB members - $4.00)

## LP ALBUMS AVAILABLE

Publ.
No.

A-1 The Jeffersonian Heritage - 13 half-hour programs on seven 12" discs. 33 1/3 rpm. The series stars Claude Rains as Thomas Jefferson. The programs show how Jefferson's ideas relate to the present day. Dramatic format. Series released on the NAEB Network on September 15, 1952. A few of the program titles are: "The Living Declaration," "The Democrat and the Commissar," and "Divided We Stand." Price per album: $25.00

A-2 People Under Communism - 7 hour-long programs on seven 12" discs. 33 1/3 rpm. Documentary format. Series released on the Network December 7, 1952. Program titles are: "Terror as a System of Power," "Music to Order," "The Men Who Make the Migs," "Drama to Order," "Literature to Order," "Pattern of World Conflict," and "The Music and the Dream." Price per album: $25.00

A-3 The Ways of Mankind (Series I) - 13 half-hour programs on seven 12" discs. 33 1/3 rpm. Dramatic format. Released on the Network December 14, 1952. Some of the titles are: "A Word in Your Ear," "When Greek Meets Greek," and "Survival." Price per album: $25.00

A-4 The Ways of Mankind (Series II) - 13 half-hour programs on seven 12" discs. 33 1/3 rpm. Dramatic format. Released on the Network October 4, 1953. This album contains the sub-series on Law and Justice, The Yurok Indian Culture, and The Balinese Culture. Price per album: $25.00

The Jeffersonian Heritage and The Ways of Mankind I scripts are available in books from the Beacon Press, 25 Beacon Street, Boston 8, Massachusetts. The Jeffersonian Heritage is priced at $3.50, The Ways of Mankind I, at $3.75.

PUBLICATION ORDER BLANK

NAEB
14 Gregory Hall
Urbana, Illinois

Please send me the publications indicated below:

| Publ. No. | Name of Publication | Price |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| | | TOTAL _____ |

Check enclosed_____

Please bill me_____

Signed_____ Address_____

_____I am not now a member of NAEB. Please send me information regarding membership.

* * * *

March 30, 1959

Mr. James W. Armsey
Associate Program Director
Education Division
The Ford Foundation
477 Madison Avenue
New York 22, New York

Dear Jim:

NAEB Executive Director Harry Skornia has mailed you a formal report on grants made by the Ford Foundation to NAEB. The financial statement indicates a balance of $3,362.35, after closing out activities. These funds could be used to advantage by NAEB in activities for which funds were originally assigned. I'm wondering if the Ford Foundation would be willing for NAEB to keep this sum for use in carrying on one or more of the activities in a limited way. Every little bit helps. Should you wish a more formal request, I'll be happy to transmit it.

J. Ben was in for conference yesterday.

Best regards.

Sincerely,

Frank E. Schooley

FESfb

BC: Skornia
Harley
Hull

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

FFS.

14 GREGORY HALL
URBANA, ILLINOIS

March 30, 1959

Mr. James W. Armsey
Associate Program Director
Education Division
The Ford Foundation
477 Madison Avenue
New York 22, New York

Dear Mr. Armsey:

Herewith the report of the NAEB to the Ford Foundation. This includes:

- The audited financial report of Ford Foundation grant uses, signed by Mr. Jack L. McGregor, Auditor. Mr. McGregor, of the Michigan State University staff, was the auditor engaged by the NAEB Treasurer to audit these funds prior to preparation of this financial report.

- A bound program report, indexed for ready reference. This covers the period of earlier grants from the Fund for Adult Education and the Ford Foundation as well as a complete report covering the period of our latest grant. If additional copies of this report are needed, we shall be glad to provide them.

Although our program report expresses more formally the very profound appreciation and gratitude of the NAEB for the support we have had from funds provided by the Ford Foundation since 1951, the Board has asked me to express, once again, our deepest thanks for the very great support which these grants have provided to the many recipients who have shared in their benefits.

We have attempted to administer these funds responsibly on behalf of American education, as well as on behalf of the entire educational movement. We hope you share with us the pride we have in the accomplishments of the last few important years.

Sincerely yours,

Harry J. Skornia
Executive Director

hjsxrs

C O P Y

February 26, 1959

Mr. Harry J. Skornia, Executive Director
National Association of Educational Broadcasters
14 Gregory Hall
University of Illinois
Urbana, Illinois

I have examined the statement of revenues and expenditures for the several grants from the Ford Foundation to the National Association of Educational Broadcasters for the period from July 5, 1956 to the completion of the projects on February 20, 1959. My examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as I considered necessary in the circumstances.

In my opinion the accompanying statement presents fairly, in conformity with generally accepted principles of accounting applied on a consistent basis, the results of operation of the several grants of the Ford Foundation to the National Association of Educational Broadcasters for the period July 5, 1956 to February 20, 1959.

Signed/ Jack L. McGregor

Jack L. McGregor, Auditor

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
Statement of Receipts and Expenditures on Ford Foundation Grants
For the period July 5, 1956 to February 20, 1959

| Purpose of Grant - Year | | Receipts | Expenditures | | | | Balance in Fund at Feb. 20, 1959 |
|---|---|---|---|---|---|---|---|
| | | | Salaries | Travel | General | Total | |
| Consultation Service | 1956-57 | $10,000.00 | | | | $ 2,346.17 | |
| | 1957-58 | 6,000.00 | | | | 6,216.01 | |
| | 1958-59 | -0- | | | | 2,135.17 | |
| Total | | $16,000.00 | | | | $10,697.35 | $ 5,302.65 |
| Engineering Service | 1956-57 | $30,000.00 | | | | $27.216.00 | |
| | 1957-58 | 30,000.00 | | | | 24,676.79 | |
| | 1958-59 | -0- | | | | 13,076.93 | |
| Total | | $60,000.00 | $38,886.63 | $9,504.20 | $16,578.89 | $64,969.72 | ($ 4,969.72) |
| Grant-in-Aid, Workshop | 1956-57 | $18,000.00 | | | | $18,158.50 | |
| | 1957-58 | 18,000.00 | | | | 15,321.90 | |
| | 1958-59 | -0- | | | | 139.50 | |
| Total | | $36,000.00 | | | | $33,619.90 | $ 2,380.10 |
| Management - Consultants | 1956-57 | $ 5,000.00 | | | | $ 2,750.00 | |
| | 1957-58 | 4,000.00 | | | | 3,158.60 | |
| Total | | $ 9,000.00 | | | | $ 5,908.60 | $ 3,091.40 |
| Placement | 1956-57 | $ 7,000.00 | | | | $ 6,040.23 | |
| | 1957-58 | 5,000.00 | | | | 3,922.37 | |
| | 1958-59 | -0- | | | | 3,948.77 | |
| Total | | $12,000.00 | $ 6,583.27 | | $ 7,328.10 | $13,911.37 | ($ 1,911.37) |
| TV Scholarships | 1956-57 | $ 6,000.00 | | | | $ 5,808.15 | |
| | 1957-58 | 10,000.00 | | | | 5,521.50 | |
| | 1958-59 | -0- | | | | 823.49 | |
| Total | | $16,000.00 | | | | $12,153.14 | $ 3,846.86 |
| Workshop - Seminar | 1956-57 | $16,000.00 | | | | $12,113.52 | |
| | 1957-58 | 24,000.00 | | | | 17,167.01 | |
| | 1958-59 | -0- | | | | 15,097.04 | |
| Total | | $40,000.00 | | | | $44,377.57 | ($ 4,377.57) |
| Grand Total | | $189,000.00 | | | | $185,637.65 | $ 3,362.35 |

# FORD FOUNDATION GRANT

(REPORT ON SURPLUS AS OF JUNE 30, 1959)

| | | |
|---|---|---|
| BALANCE | | $3362.35 |
| EXPENDITURES | | |
| 1959 JULY 10 | MILLS PUBLICATIONS - FIRST ORDER OF 1000 COPIES, CHILDREN AND TELEVISION BY DALE HARRIS | $597.50 |
| AUG. 27 | NORTH CAROLINA IN-SCHOOL TV EXPERIMENT, CONTRIBUTION TO WORKSHOP | 500.00 |
| SEPT. 8 | ROBERT RIPPEN - CONSULTANT - CLOSED CIRCUIT TELEVISION SEMINAR | 50.00 |
| SEPT. 8 | RHEA SIKES - CONSULTANT - CLOSED CIRCUIT TELEVISION SEMINAR | 50.00 |
| SEPT. 14 | RUDY BRETZ - CONSULTANT - CLOSED CIRCUIT TELEVISION SEMINAR | 472.51 |
| SEPT. 24 | OHIO WESLEYAN UNIVERSITY - TECHNICAL CONSULTATION - MR. BLUEM | 200.00 |
| OCT. 10 | MILLS PUBLICATIONS - SECOND ORDER OF 1000 COPIES, CHILDREN AND TELEVISION BY DALE HARRIS | 314.20 |
| OCT. 23 | JACK McBRIDE - TO ATTEND KDPS DEDICATION | 37.05 |
| NOV. 12 | UNIVERSITY OF ILLINOIS - TELEPHONE CALLS CHARGED THROUGH THE UNIVERSITY | 47.45 |
| 1960 FEB. 11 | HAROLD E. HILL - LUNCHEON MEETING WITH HARRY J. SKORNIA, HAROLD E. HILL AND CLAIR TETTEMER | 6.50 |
| MARCH 2 | CLAIR TETTEMER - TRAVEL TO CHAMPAIGN REGARDING UTILIZATION KITS | 113.32 |
| MARCH 16 | CLAIR TETTEMER - TRAVEL TO CINCINNATI REGARDING UTILIZATION KITS | 183.86 |
| MAY 16 | CLAIR TETTEMER - TRAVEL TO CHICAGO REGARDING UTILIZATION KITS | 69.68 |
| MAY 19 | UNIVERSITY OF ILLINOIS - TELEPHONE CALLS CHARGED THROUGH THE UNIVERSITY | 2.45 |

| | | | |
|---|---|---|---|
| May 19 - | Clair Tettemer - travel to IERT, Utilization Committee meeting | $ 16.82 | |
| June 14 - | Station KSLH - charges regarding Utilization Kits | 120.57 | |
| June 29 - | Twin City Area ETV Corporation - consultation services and various expenses, Clair Tettemer | 575.00 | |
| June 29 - | Postage and Supplies by Headquarters | 49.74 | |
| | | | $3406.65 |
| | Balance (overdrawn) | | $ -44.30 |

Ford Found

Skornia

March 30, 1959

Mr. James W. Armsey
Associate Program Director
Education Division
The Ford Foundation
477 Madison Avenue
New York 22, New York

Dear Jim:

NAEB Executive Director Harry Skornia has mailed you a formal report on grants made by the Ford Foundation to NAEB. The financial statement indicates a balance of $3,362.35, after closing out activities. These funds could be used to advantage by NAEB in activities for which funds were originally assigned. I'm wondering if the Ford Foundation would be willing for NAEB to keep this sum for use in carrying on one or more of the activities in a limited way. Every little bit helps. Should you wish a more formal request, I'll be happy to transmit it.

J. Ben was in for conference yesterday.

Best regards.

Sincerely,

Frank E. Schooley

FESfb

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

April 7, 1959

Mr. Frank E. Schooley
National Association of
Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Frank

I have just written Harry Skornia a letter acknowledging receipt of the "Report to the Ford Foundation from the National Association of Educational Broadcasters."

May I say how aware I am that much of the accomplishment recorded in the report is directly traceable to your leadership over many years.

In your letter of March 20, you inquire whether NAEB may spend the balance of $3,114.35 remaining in the grant funds for one or more of the activities now being carried on.

I don't need a more formal request, but I wonder if you would mind sending me a note outlining the type of activity in which you would put the funds -- whether workshops or some other activity. With that information, I can give you an early decision.

Sincerely,

James D. Finney

cc: William G. Harley
Harry J. Skornia

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

May 6, 1957

Mr. Ernst E. Conoley, President
National Association of Educational Broadcasters
114 Gregory Hall
Urbana, Illinois

Dear Mr. Conoley:

I take my reply to my letter of June 27, 1956, in which I advised you that the Ford Foundation had approved a grant of $97,000 to the National Association of Educational Broadcasters to support projects in the further professional development of education by television and radio. The grant supplemented a previous Foundation grant in the amount of $94,000 made for this project, of which you were advised by my letter of May 15, 1956. It was made in support of activities of the fiscal year 1957-1958.

I am now pleased to advise you that, in response to your letters of March 20 and April 27, 1957 to Mr. James R. Lowry of the Foundation staff, the terms of this grant have been modified, extending the period of the grant for approximately two years beyond the original termination date so that the funds may be used during the fiscal year 1959-1960.

All other terms and conditions of the grant remain unchanged from those set forth in my letter of June 27, 1957.

Sincerely yours,

Secretary

cc: Mr. Harry J. Skornia

May 13, 1959

Mr. Joseph K. McDaniel, Jr., Secretary
The Ford Foundation
477 Madison Avenue
New York 22, New York

Dear Mr. McDaniel:

This will acknowledge with thanks your letter of May 6, in which you notify of extension of time on previous grant from the Ford Foundation to the National Association of Educational Broadcasters. Other terms of the grant remain the same.

Sincerely yours,

Frank E. Schooley

FES:da

cc: Mr. Harry J. Skornia

April 30, 1959

Mr. James W. Armsey
Associate Program Director
Education Division
The Ford Foundation
477 Madison Avenue
New York 22, New York

Dear Jim:

Attached is the corrected report I mentioned that we were sending. It includes the listing for the editorial study grant which was omitted from the earlier financial report sent you. Sorry for this omission.

Sincerely,

Harry J. Skornia
Executive Director

HJS/dp

Enclosure

NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
Statement of Receipts and Expenditures on Ford Foundation Grants
For the period July 5, 1956 to February 20, 1959

| Purpose of Grant—Year | | Receipts | Expenditures: Salaries | Travel | General | Total | Balance in Fund at Feb. 20, 1959 |
|---|---|---|---|---|---|---|---|
| Consultation Service | 1956-57 | $10,000.00 | | | | $ 2,346.17 | |
| | 1957-58 | 6,000.00 | | | | 6,216.01 | |
| | 1958-59 | -0- | | | | 2,135.17 | |
| Total | | $16,000.00 | | | | $10,697.35 | $5,302.65 |
| Engineering Service | 1956-57 | $30,000.00 | | | | $27,216.00 | |
| | 1957-58 | 30,000.00 | | | | 24,676.79 | |
| | 1958-59 | -0- | | | | 13,076.93 | |
| Total | | $60,000.00 | $38,886.63 | $9,504.20 | $16,578.89 | $64,969.72 | ($4,969.72) |
| Grant-in-Aid, Workshop | 1956-57 | $18,000.00 | | | | $18,158.50 | |
| | 1957-58 | 18,000.00 | | | | 15,321.90 | |
| | 1958-59 | -0- | | | | 139.50 | |
| Total | | $36,000.00 | | | | $33,619.90 | $2,380.10 |
| Management - Consultants | 1956-57 | $ 5,000.00 | | | | $ 2,750.00 | |
| | 1957-58 | 4,000.00 | | | | 3,158.60 | |
| Total | | $ 9,000.00 | | | | $ 5,908.60 | $3,091.40 |
| Placement | 1956-57 | $ 7,000.00 | | | | $ 6,040.23 | |
| | 1957-58 | 5,000.00 | | | | 3,922.37 | |
| | 1958-59 | -0- | | | | 3,948.77 | |
| Total | | $12,000.00 | $ 6,283.27 | | $ 7,326.10, | $13,911.37 | ($1,911.37) |
| TV Scholarships | 1956-57 | $ 6,000.00 | | | | $ 5,808.15 | |
| | 1957-58 | 10,000.00 | | | | 5,521.50 | |
| | 1958-59 | -0- | | | | 823.49 | |
| Total | | $16,000.00 | | | | $12,153.14 | $3,846.86 |
| Workshops - Seminars | 1956-57 | $16,000.00 | | | | $12,113.52 | |
| | 1957-58 | 24,000.00 | | | | 17,167.01 | |
| | 1958-59 | -0- | | | | 15,097.04 | |
| Total | | $40,000.00 | | | | $44,377.57 | ($4,377.57) |
| Editorial Publications Study | 1956-57 | $ 2,000.00 | | | | $ 2,000.00 | $ -0- |
| Grand Total | | $191,000.00 | | | | $187,637.65 | $3,362.35 |

Ford Foundation
(don't misplace - only copy)

May 13, 1959

Mr. Joseph M. McDaniel, Jr., Secretary
The Ford Foundation
477 Madison Avenue
New York 22, New York

Dear Mr. McDaniel:

This will acknowledge with sincere thanks your letter of May 6, in which you advise of extension of time on previous grant from the Ford Foundation to the National Association of Educational Broadcasters. Other terms of the grant remain the same.

Sincerely yours,

Frank E. Schooley

FES:dc

cc: Mr. Harry J. Skornia

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

RECEIVED
NAEB HEADQUARTERS
MAY 7 1959
A M
7 8 9 10 11 12 1 2 3 4 5 6
P M

May 6, 1959

Mr. Frank E. Schooley, President
National Association of Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

COPY

Dear Mr. Schooley:

I wish to refer to my letter of June 27, 1957, in which I advised you that The Ford Foundation had approved a grant of $97,000 to the National Association of Educational Broadcasters to support projects in the further professional development of education by television and radio. The grant supplemented a previous Foundation grant in the amount of $94,000 made for this project, of which you were advised by my letter of May 21, 1956. It was made in support of activities of the fiscal year 1957-1958.

I am now pleased to advise you that, in response to your letters of March 30 and April 27, 1959 to Mr. James W. Armsey of the Foundation staff, the terms of this grant have been modified, extending the period of the grant for approximately two years beyond the original termination date so that the funds may be used during the fiscal year 1959-1960.

All other terms and conditions of the grant remain unchanged from those set forth in my letter of June 27, 1957.

Sincerely yours,

Joseph M. McDaniel, Jr.

Secretary

cc: Mr. Harry J. Skornia

Les.

NAEB Headquarters
14 Gregory Hall
Urbana, Illinois

May 12, 1959

Mr. A. A. Heckman, Executive Director
The Louis W. and Maud Hill Family Foundation
W-500 First National Bank Building
St. Paul, Minnesota

Dear Mr. Heckman:

The National Association of Educational Broadcasters is pleased to present, herewith, for your consideration, an application for a grant to support a project designed to further the eventual establishment of a live regional educational television network. The sort of study outlined in it will, we believe, be of national significance as a pilot development which can greatly contribute to the development of electronic media as instruments for the distribution of educational substance at a critical time in our nation's educational history.

Since the attached application was prepared, one additional station, KDPS-TV, in Des Moines, Iowa, has gone on the air in the area covered by the proposal.

A letter or call to me, or to our Region IV Director, Dr. John Schwarzwalder, will bring you any additional materials or information needed for your deliberations. We greatly appreciate the opportunity to submit this request for your consideration.

Sincerely yours,

Harry J. Skornia

Harry J. Skornia
Executive Director

hjs:rs

BlCC: NAEB Board
NAEB Finance Committee

May 13, 1959

Mr. Joseph M. McDaniel, Jr., Secretary
The Ford Foundation
477 Madison Avenue
New York 22, New York

Dear Mr. McDaniel:

This will acknowledge with sincere thanks your letter of May 6, in which you advise of extension of time on previous grant from the Ford Foundation to the National Association of Educational Broadcasters. Other terms of the grant remain the same.

Sincerely yours,

Frank E. Schooley

FES:dc

cc: Mr. Harry J. Skornia

cc: Board
Finance Committee

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N.Y.

JOSEPH M. McDANIEL, JR.
SECRETARY

May 6, 1959

Mr. Frank E. Schooley, President
National Association of Educational
Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Mr. Schooley:

I wish to refer to my letter of June 27, 1957, in which I advised you that The Ford Foundation had approved a grant of $97,000 to the National Association of Educational Broadcasters to support projects in the further professional development of education by television and radio. The grant supplemented a previous Foundation grant in the amount of $94,000 made for this project, of which you were advised by my letter of May 21, 1956. It was made in support of activities of the fiscal year 1957-1958.

I am now pleased to advise you that, in response to your letters of March 30 and April 27, 1959 to Mr. James W. Armsey of the Foundation staff, the terms of this grant have been modified, extending the period of the grant for approximately two years beyond the original termination date so that the funds may be used during the fiscal year 1959-1960.

All other terms and conditions of the grant remain unchanged from those set forth in my letter of June 27, 1957.

Sincerely yours,

Joseph M. McDaniel, Jr.

Secretary

cc: Mr. Harry J. Skornia

acknowledged, with thanks, by Schooley
May 13 H 81c

NAEB HEADQUARTERS

14 Gregory Hall
Urbana, Illinois

May 14, 1959

Mr. Lloyd E. Matter
Senior Systems Engineer
Educational and Professional Products
Dage Television Division
Thompson Ramo Wooldridge Inc.
West 10th Street
Michigan City, Indiana

Dear Lloyd:

First off, may I extend my thanks, and those of several of our other people, for your generous and warm hospitality at Columbus last week. The opportunity it afforded for us to get acquainted with you, Jim, Allan and others, was one of the highlights of our stay there. We are most grateful.

Secondly, as I mentioned to you orally, I wanted to discuss the Industrial Associate category with you. At the time of my April 21 letter, this was held in abeyance, pending review by our Board of the $500.00 rate for all. This question had been raised by two other companies, who felt this rate rather high.

After considerable discussion the Board decided to reaffirm this rate. I therefore most cordially invite you to participation on this basis.

Without boring you with details, I might mention some of the reasons for their decision, besides the belief that this group would never be a particularly large one in the NAEB.

The first is that there is a fairly strong tradition for established rates for professional groups of our type. Rates for all universities and colleges in the American Council and other such groups, for instance, appear to be the same. Secondly the attempts of several other groups (audio-visual and others) such as ours to establish fair rates, based on sales volume, or profits, have appeared to be unworkable, due largely to the feeling on the part of manufacturers that they should not be expected to divulge such figures. Increasingly large numbers of such groups seem therefore to be adopting the pattern we follow. And finally, as explained earlier, we do not consider such a category only as a source of funds. We see it as a two-way street with mutual benefits. The actual cost to us of the free exhibit space, for our

annual convention, directories and other publications, and space in our Journal for acknowledgments and features alone, as provided to Industrial Associates, amounts to something between $200.00 and $300.00 per year.

We do believe that you would find an Industrial Associate affiliation with us mutually useful and pleasant. Consequently, we repeat our most cordial invitation. No formal application blank is necessary. Only a letter indicating your decision.

We do hope we can look forward to this. Meanwhile, once again, sincere thanks for the fine experiences, contacts and hospitality at Columbus.

Sincerely,

Harry J. Skornia
Executive Director

HJS:JO
Enclosures

Blcc: NAEB Board

NAEB Headquarters
14 Gregory Hall
Urbana, Illinois

May 14, 1959

Mr. Neal K. McNaughton, Manager
Professional Products Division
Ampex Corporation
934 Charter Street
Redwood City, California

Dear Neal:

I still remember with pleasure our lunch together at Redwood City some years ago, and have seen Bob Miner and others from your firm increasingly frequently at our recent meetings. We are especially pleased at this, as we are with the Ampex affiliation as an Industrial Associate, in view of our increased emphasis on the best possible quality equipment and the highest possible standards throughout, for our members and their stations.

Since 1951 we have been distributing our NAEB (Radio) Network programs on tape. We are very proud of this Network, and it is each year winning increased respect and recognition. For this national service to our members we have been using two "mass duplicators," manufactured by L. S. Toogood, and sold by Rawdon Smith. These were purchased with funds from the W. K. Kellogg Foundation. As I need not tell you, funds for radio have been difficult to secure in a period of TV emphasis.

Recently, however, there is a great resurgence of interest in educational radio, particularly FM. We would like to retire our mass duplicators to the side lines, and meet the new demands of both increased quality and quantity, with a battery of perhaps six Ampexes. The new need is increasingly international as well as national. We have requests for our Network service from various African, Asian and Latin American National Broadcasting Systems. We have recently had to take steps to amend our Constitution to allow an "International Associate" category for the Nigerian, Liberian and other Broadcasting Companies. We would like to be able to announce, and later indicate in our offerings, that our tapes are made on Ampex equipment, and to show such equipment to the increasing flow of visitors from underdeveloped nations all over the world, who visit us to seek our advice as they set up new stations. We believe this would offer a broader market for fine equipment as well as for our programs.

Such a "shot in the arm" for radio would also seem appropriate and statesmanlike at a time when most foundation funds are flowing only into television, although I believe all signs point to the need for intensified, increased integration of all these electronic media if education is to be given the help it needs.

It is for these reasons that we felt a preliminary approach to you might be in order. Might you sometime soon be in the Chicago area, where we might meet with you to discuss this further? We wish to proceed properly, and are contacting you now in this preliminary way only on a purely exploratory basis, in the hope that further discussion might be possible.

I'd be grateful for your reaction and suggestions. And I do hope we may have a chance to discuss this sometime soon.

Sincerely,

Harry J. Skornia

Harry J. Skornia
Executive Director

hjs:rs

BlCC: NAEB Board
Finance Committee
Leonard H. Marks
M. S. Novik

Schooley

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25 D C

Board
Research Committee
McLuhan
Imagine that?
Work to be
done Harry

May 15, 1959

Dr. William G. Harley
President
The National Association
of Educational Broadcasters
14 Gregory Hall
University of Illinois
Urbana, Illinois

Dear Dr. Harley:

We are pleased to inform you that your research proposal, #279, entitled:

"Understanding Media"

has been approved by the Advisory Committee on New Educational Media for negotiation under Public Law 85-864, subject to availability of funds.

A member of the New Educational Media Branch staff will write to you or call by telephone within the next ten days concerning plans for the processing of this grant.

Sincerely yours,

Roy M. Hall

Roy M. Hall
Assistant Commissioner
for Research

cc: Dr. Harry J. Skornia

NAEB Headquarters
14 Gregory Hall
Urbana, Illinois

May 18, 1959

Mr. Marshall McLuhan, Chairman
Culture and Communications Seminar
29 Wells Hill Avenue
Toronto 10
Ontario, Canada

Dear Marshall:

The green light!

Now is the time for all good men ---.

Now is the time you'll need to check with our Research Committee. A small slice of the first year's travel might go for a meeting of you and some (or all) of Research Committee in a central spot, if you feel this is indicated. Since I'm now riding herd on some ten more projects than I can manage, though I'll do all I can to get this started, it will be with Becker, and/or others he designates, that you will be working most closely---as well as with the CBC and those others (Boston University, New York contacts, Schwartzwalder-designated-and-facilitated contacts in Minneapolis-St. Paul, etc). Your project secretary will be rather busy for a while on this.

We're off! Let's make this the finest thing to hit North American education in a century.

The procedures section, as I suggested earlier, is the one that now needs working out in detail.

Sincerely,

Harry J. Skornia
Executive Director

HJS:cm
cc: NAEB Board
Research Committee

NAEB
National Headquarters
14 Gregory Hall
Urbana, Illinois

May 19, 1959

Mr. James Day, General Manager
Station KQED
525 Fourth Street
San Francisco 7, California

Dear Jim:

I know it's late, but we just got permission from Ford to use a small balance (some $3,000.00) for consultation use. We'll, of course, need to spread even this small amount around. But I'd told you, February 16, that I'd let you know as soon as we heard.

Are you still holding the workshop and would up to say $500.00 or so, for consultant fees, help? An informal reply will be fine.

In haste,

Harry J. Skornia
Executive Director

hjs:rs

BlCC: Mr. William Harley
Mr. Frank Schooley
Mr. Earl Wynn

June 3, 1958

Mr. Henry F. Chadsey
Station KETC
6996 Millbrook Boulevard
St. Louis 5, Missouri

Dear Henry:

I've forwarded your bill for payment at once for the Washington meeting. Mighty pleased to have you there to help keep things on the track.

The Fund letter regarding our grant request was a real shock to me too. I got it on Saturday and spent the rest of the day bumping into things. I tried calling Paulu and Bell and finally got them yesterday. I'd guess we now talk about perts -- i.e., the interim type, probably more than one year but including even only one year renewal of what we now have --- or less. I think unless they feel certain negative signs on their screen of what we have should be continued at least long enough so we can be pursued to where we're committed (like Antioch, Bank, other funds). The same applies to projects already [illegible]. If all else fails, we'll have to request permission to use remaining funds, as a common pool, for the next few months. There, at least, were my suggestions to Mack, for those calls to Watson which I expect he has made by now.

If you have or get any ideas any place, please feed 'em in. My thinking is:

(1) We were told very early on April 1st by the Ford Foundation itself. Our grants have been from them. Yet our [illegible] answers from and appointments with Fund for the Advancement, whose directions, I hear, are less broad. Having tailored our proposal to their "pilot" suggestions, very we confused our feeling that we be sought [illegible] over jurisdictional differences of thinking --- which were too broad to approach by the Fund, but cut off from the Foundation as a minor channel.

(2) That they admit to a great [illegible] of exasperation, which they may feel however unjustly I should or can in some-way-unexpected.

(3) That our former ETV and for Adult Education) association (controversy, etc.) isn't what they like.

(4) That Weiss was a one-man contact that hadn't gotten solidified before he died. It would have been nice to be able to engage in informal discussion with others, as we did with him, before leaving a document which was never intended for others. His sudden demise therefore looms as a large factor.

(5) The possibility that we never had a chance anyway --- they having decided already what to support: possibly KETC etc. But this is difficult to believe, in view of the reception accorded us.

(6) That some of the "leaks" (George Stoddard enthusiasm) may have mobilized some behind the scenes opposition, even though Weiss (but not Nelson) had said they'd make up their own minds.

All this is of course pure conjecture. I'm still concerned at having earlier been told to deal with Ford itself, but being obliged to see only Fund people--- the Ford decision in fact being a single sentence in our last (Fund) letter. How to shore this up may be our real problem --- which must meanwhile yield precedence to getting continuance of whatever we can meanwhile through whatever channels are prescribed.

Maybe meanwhile, the missing clues will emerge.

Most sincerely,

Harry J. Skornia
Executive Director

HJS:jg
CC: Paulu
Hull
Schooley

June 3, 1958

TO: Richard B. Hull
Henry Chadeayne
Harry Skornia

FROM: Burton Paulu

In view of the disappointing news from Lester Nelson, you may be interested in a quick review of the notes I took during our conference with him on the morning of May 21.

Nelson opened the meeting by saying that we should "replow" the whole subject for him. Although he had some knowledge of our negotiations with John Weiss, he was not fully up to date.

He mentioned that there would be a fund for the Advancement of Education board meeting on Monday, May 26.

He asked if our proposal envisaged an extension of NAEB activities. This led to his observation that the grant which we requested was for activities which should be carried over a period of several years rather than piecemeal. He then stated two assumptions: the project we had in mind would require considerable funds; and, it would require continuity, over a period of several years.

If these things needed to be done, who should do them? Three proceedures were possible: the work could be given to an already existing group; a coordinated attack using several groups could be mounted; or a new group could be created "de nuovo." Then and later he implied -- though he did not say outright -- that he inclined to choice one -- taking an already existing group, that being NAEB.

He asked what would happen after five years if the project were not continued? We answered that we didn't know, but pointed out that, even if this were a terminal grant, the work could be completed at any point after one or two years; and that if a fifth, sixth or seventh year were not forthcoming, the work that had been done would not suffer seriously from the lack of continuation.

He raised the question, what should be done if the foundation gave us less than the full amount: should there be less money for all five years, or all of the funds for less than five years.

He observed that he would talk to Eurich and Faust, and that they -- not he -- would decide what to do. There were various factors, he pointed out, which would predetermine the decision quite apart from the merits of our case. He included here the overall earnings of the Ford Motor Company, as well as the

Foundation's policy regarding television. He definitely stated that the Fund for the Advancement of Education was going to taper down its television support; this was certain, but he did not indicate at the time what the policy of the Ford Foundation might be.

He observed that some parts of our proposal might be more appealing than others (he mentioned as possible examples, research and experimentation), while others might be cut out (administrative operations, perhaps). But he did not commit himself. He did say that the total grant might be less than that requested. As to the distinctions between the area interests of the Fund and the Foundation, he said that the Fund would be more apt to support a pilot experiment to get basic answers to questions, after which the educational division of the Foundation might take over. Such a grant as we here envisage, he observed, would be more apt to come from the Foundation.

He condluded the session in his office by pointing out that he did not make any promises, that he was in no position to make any decisions on this matter, but that he would discuss it with Eurich, Faust and others and would try to give us a rather quick reply in view of those of our operations which depended on these funds.

I think all four of us felt quite encouraged with the meeting, and left New York feeling that the outlook was never better!

How wrong we were!

RECEIVED
NAEB HEADQUARTERS

JUN 11 1958

AM 7|8|9|10|11|12|1|2|3|4|5|6 PM

June 7, 1958

TO: Burton Paulu
Henry Chadeayne
Harry Skornia ✓
Frank Schooley
James Miles

Confidential

FROM: Richard B. Hull

RE: Various letters and memoranda addressed to me from you during the period June 1 to the present in re the Lester Nelson letter of May 21, 1958, turning down the large scale NAEB request and the question, WHERE DO WE GO FROM HERE?

Present and Past Tense

1. All of us share the sense of shock voiced by Chadeayne in his June 2nd letter. Certainly the NAEB delegates waiting upon Nelson would have laid 60-40 odds for a favorable Fund or Foundation response to the big proposal following our meeting.

   A copy of Paulu's letter of June 3, summarizing the notes taken at the May 21 meeting with Nelson illustrates the basis for our optimism and also the record of literal fact on which Nelson technically premised his May 28 letter.

2. A telephone conversation with Nelson prior to my drafting of my June 6 letter appealing for a short-time grant (all of you now have copies) led me to believe quite definitely that Nelson wrote this letter under official instructions from above. This is my conclusion and not a paraphrase or quotation of remarks by Nelson.

3. One can only speculate as to what prompted such a decision in the Ford hierarchy. At this point, speculation without some solid data is probably useless. Whether or not the upcoming meeting of The Fund for the Advancement of Education board June 20 or 21 will provide illumination remains to be seen. However for the best set of speculations see copy of Skornia's letter to Chadeayne of June 3, e.g., items 4 and 6. A point of fact on Skornia's item 1 re Foundation and Fund: Nelson is now officially the Treasurer of the Fund and a member of the Education Division of the Foundation. Ergo he does speak for both and told me so. However WHO speaks TO him remains the question.

   NOTE: For further speculation and indictment read the chapter on foundations in Whyte's "The Organization Man."

4. Warm thanks to Schooley and Skornia for the short-term "interim budget" detail they prepared.

Futures

1. Until and unless the Ford Foundation and The Fund for the Advancement of Education can achieve some basic policy resolutions and directions in the field of educational communications, I think the future is bound to be dotted with what sometimes seems (to some at least) to be random, capricious, unrelated and sometimes irresponsible behaviour insofar as basic thinking in educational communications ic concerned.

   The Fund for Adult Education which best understood the whole problem would appear to have been largely ignored to date in any such policy search. Hopefully (and wishfully) such would not be the case in the future, although I see no present basis for any such hope.

   Unless top-level Ford Foundation policy makers can somehow become aware or be persuaded to take an over-all view of the "whole" rather than the "parts," I see little hope for optimism from this quarter in a truly integrated approach to the problems of educational communication.

2. Hopefully there will be favorable action on the NAEB short-term interim financing. If this transpites so that there is some "breathing spell" I think we then must think through and enunciate quite clearly our own notions of whatever a comprehensive and structured approach to this problem is--in terms ANYONE can understand for our benchmark as well as in soliciting support.

3. New support from the Kellogg Foundation and others--if the NAEB has a destiny, it may well be realized by working toward this idea of total structuring. Paulu's recent letter to the closed circuit television group now forming, is a case in point. NAEB--if it becomes a professional organization--might take a leaf from the National Educational Association (maybe this was Schooley's rationale all along?) and set up a series of departments, e.g., AM radio, FM radio, VHF television, UHF television, closed circuit television, station activation, research, an adult broadcast network, an in-school broadcast network, institutional members, individual members, etc., and like the NEA embrace them all.

   If coherence out of confusion is the objective, something like the foregoing might be the framework.

   If Kellogg is interested in breaking new ground, they might well pioneer where no other foundation has really ventured. And NAEB might well think of baskets as well as eggs in dozens.

   What is <u>your</u> thinking?

Richard B. Hull

mh

Enclosures: Paulu letter
Skornia letter

14 Gregory Hall
Urbana, Illinois

June 19, 1956

Mr. Ernest J. Perry, Comptroller
The Ford Foundation
477 Madison Avenue
New York 22, New York

Dear Mr. Perry:

This is to request payment of the grant of the Ford Foundation to the National Association of Educational Broadcasters in the amount of $94,000 as per Mr. McDaniel's letter of May 21 to me. Please send the payment to our treasurer, Mr. Robert J. Coleman, c/o WKAR, Michigan State University, East Lansing, Michigan.

Sincerely yours,

Frank E. Schooley
President

FES:cjf
bcc: Skornia
Coleman

14 Gregory Hall
Urbana, Illinois

June 19, 1956

Mr. Joseph M. McDaniel, Jr.
The Ford Foundation
477 Madison Avenue
New York 22, New York

Dear Mr. McDaniel:

On behalf of the National Association of Educational Broadcasters I am writing to express our deep gratitude to the Ford Foundation for approval of our request for a grant in the amount of $94,000 to support projects in the further professional development of education by television and radio. I assure you that we shall make every endeavor to utilize the funds with efficiency, and that we shall report fully our actions on the various projects.

Sincerely yours,

Frank E. Schooley
President

FES:ejf

bcc: Skornia
Coleman

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N.Y.

ASSOCIATE PROGRAM DIRECTOR
EDUCATION DIVISION

June 17, 1959

RECEIVED
NAEB HEADQUARTERS
JUN 19 1959
AM 7|8|9|10|11|12|1|2|3|4|5|6 PM

Mr. Harry J. Skornia
Executive Director
National Association of
Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Harry:

Thanks for your June 15 letter and enclosures.

I would be willing to look over any proposal you might want to submit anytime, but I can't be very optimistic about a possible affirmative reaction to one that seeks "the creation of a profession of educational broadcasters and creation of standards."

I wonder off-hand if professions are "created" in this way, if we do not run immediately into all of the problems that sooner or later confront all groups that seek "professional" status, and if perhaps the way this is done is not through long-term high quality performance, the emergence of a literature, the development of professional education, and the forward movement of the other trappings of professional status.

Isn't this the kind of thing we should talk about at some length before you go to the trouble of preparing a formal proposal? It's a complicated and complex subject which I'm sure would be worth exploring in some form but for which I am doubtful that we could do much, if anything.

I'd like to attend your Washington meeting in September -- for the subject, as you know, is one in which we're interested -- but I have some long-delayed commitments on the date of your meeting and will hence not be able to attend.

Sincerely,

James W. Armsey

HJS:

Herewith my chicken tracks on the professional advancement proposal. I didn't think you'd want me to have it typed up, even in draft form, until you'd had a chance to look at what I'd done to it.

I may not have cut as much as you had intended, but, with some of the changes I have suggested, I think the sections I have left in add something.

I'm not sure in my own mind whter we still want to propose the advance meeting with the Foundation and Deans of Education, etc., as contained in our original proposal (and in our brief minute or two of discussion you didn't have time to comment to me on this), but it may be a good idea, so I've left it in. We can easily delete it if we decide it isn't necessary, or wouldn't appeal to the foundation.*

You will find that I have made insertions, deletions, etc., and then later crossed out some sections containing such changes. This was because I went through, making certain changes, etc., then realized I probably hadn't cut enough and went back to make further changes and larger cuts.

Again, referring to the fact that I didn't cut as much as you suggested, I felt that at least some of the background material was essential to an adequate understanding of the problem and what we had in mind as a way to help meet the problem. However, I may be wrong and would certainly concur with any other cuts you felt would help "tighten-up" the request.

I wonder if we should change the dates listed at the end (the yearly periods, that is) and make it start in the fall (if we can get it set up that soon) or perhaps the first of 1960. I know we can't get it started by July 1 even if it were possible to get a reaction to our request by then (which it isn't), and yet it almost has to be tied in with the academic year. Perhaps the start could be set for the second semester of the 1959-60 academic year - about February 1. If we propose to wait until next (1960) July 1 for the start of the grant, they will feel there is no urgency (and there certainly is). This matter of timing presents a real problem, and I frankly hadn't thought of it before.

I was unable to do any cutting in the actual project proposal itself, because it seems about as brief and concise already as it can be.

I hope my suggestions will help. It doesn't look like much, I suppose, but I spent about three hours, reading, cutting, re-reading, etc., trying to cut out excess without hurting the sense of what we're trying to say.

heh
6/17/59

* Actually, we don't request any funds for this advance meeting. Should we, or should we leave that for discussion in the event the foundation shows interest?

A Project in

Teacher Training and Professional Standards Development

by the

National Association of Educational Broadcasters

Don't mention NAEB until the end.

Introductory Statement

This is the outline for a special limited-term, intensive project in two related areas:

1) Teacher-training in the most effective understandings and uses of television and radio as educational instruments. This will involve the close cooperation of several teacher-training institutions of the United States, and will cover both production and utilization aspects of these media.

It will involve bringing together the skills of communications and content area experts with those of experts in teaching procedure and educational philosophy. The end-product of such a project will be sound courses and curricula in this area, eventually in all or nearly all of the schools of education and teachers colleges of the nation. This need is of great urgency in view of the many educationally irresponsible uses being urged (which would in many cases only make education cheaper rather than better and richer) and the trial and error procedures which now so largely prevail as definitions of the educational roles of television

and radio are sought.

2) The further development of a profession of educational broadcast practitioners in the United States -- a self-policing profession with respected and recognized standards, with specialized sections, and the educational status and esprit de corps which characterize other genuine professions. This group will include both the teachers and teacher-trainers reached in 1) above and the other educational station staff personnel for whom the NAEB has been providing training and professional advancement during the past eight years. This is a need which the NAEB has been seeking to meet for several years through committee work. It is now apparent that this double objective can be achieved in a manner of which we can jointly be proud, only by an intensive developmental effort with other educators, which this type of grant would make possible.

Now to p. 18.

(How about p. 11-12)

Background and Explanation

It was in 1949, at the time of the NAEB's first Seminar at Allerton House, that an awareness began to crystallize in the Association of the contributions to American education and culture which educational broadcasters, if welded together into a genuine profession, could make. Until that time the NAEB (which had from 1925 to 1934 operated as a loose association of station managers under the name of The Association of College and University Broadcasting Stations) had had as its major emphasis government relations and common management problems, as was to be expected of an organization

operating principally as a protective association organized to halt the then current decimation of educational radio stations, which were in danger of complete extinction. In the fifteen years between January 1, 1921 and January 1, 1937 the total number of educational station licenses in the United States had dropped from 202 to 37. Several of these, in desperate efforts to survive, had made compromises which greatly clouded the definition of educational broadcasting. Many were operating on a commercial or semi-commercial basis. The membership of the ACUBS numbered only 20 stations in 1933. By 1944 membership in the Association (whose name was changed in 1934 to the NAEB) had risen to only 23 stations.

In the late 1930's the NAEB, working with the United States Office of Education, filed requests for the reservation of both AM and FM radio frequencies for education in order to protect educational services against commercial onslaughts, which they were demonstrably unable to withstand, with the hope of preserving these electronic media as resources of American education. In its reservations of 1938 and 1940 the Federal Communications Commission finally set aside five channels in the ultra-high radio band (later designated as FM) for education. No reservations were granted for education in AM radio (the "standard" radio service). The NAEB is still continuing its efforts, with other responsible educational groups, to secure such reservations for education, for <u>all</u> available electronic media should, we feel, be as available to education as to commerce.

In 1948, at the Annual meeting of the NAEB on the campus of the University of Illinois, Richard B. Hull, then President of the NAEB, called upon the organization to raise its sights and become a more constructive force in education if it wished to deserve support as a genuinely educational service. The trade press at that time carried conjectures as to whether this young organization would be able to survive the struggle between the "status quo" group, which saw itself essentially as broadcasters, and the "progressive" group, which saw itself essentially as educators.

By a margin which was not as great as we would wish, the association voted to support new goals for the NAEB, and to seek Foundation support to assist in their achievement.

At the same time the NAEB voted to request the reservation of television channels for education. In the ensuing few years, the NAEB was able to rally the support of other organizations for this effort, which culminated first, in the formation of the Joint Council on Educational Television, of which Mr. Hull was the first Executive Director; and secondly, in the actual allocation for education of 257 channels in the TV spectrum for education's own national television service.

Thanks to the efforts of Dr. Wilbur Schramm, then Dean of Communications at the University of Illinois, on behalf also of the NAEB, funds were secured from the Rockefeller Foundation to hold the 1949 Seminar, mentioned above.

At the time of this Seminar, in spite of the allocation of FM fre-

quencies for education, there was a growing and sober recognition of the fact that, like AM radio, FM might well again be "the light that failed." If the new stations, and the gradual resurgence of educational broadcasting in the United States, were to be soundly-based, it was apparent that firmer integration of educational broadcasting facilities into the total educational structure of the educational institutions which owned and operated them, as recognized and bona fide educational instruments, was necessary. If this challenge was to be met, it was incumbent upon the NAEB to proceed with all possible resources and energy to develop trained, educationally-sound professionals at the management and staffing level of these stations -- replacing the persons in English, speech, engineering or other departments, who had first been "tapped" by their institutions and made responsible for operating this "toy" or "public relations outlet" -- which many administrators had heard was a fine idea, without appreciating the directly educational potential of this new instrument, or the importance of selecting to operate it some of the best people on their staffs. Many of the stations, up to this time, were operated by single departments of the institutions owning them. Their use as an instrument for tapping all the resources of the parent institution was only vaguely perceived. Many were essentially "amateur show" operations, barely distinguishable, except for the absence of commercials, from commercial stations. In fact, in most respects they aped commercial operation as the only conceivable way of using radio. Unless a broader and more educationally useful purpose was visualized for them, such stations did not

deserve to survive.

Following the 1949 Seminar, a request was approved at the 1949 Convention, which was submitted to the W. K. Kellogg Foundation for funds to establish a national educational tape network and a national headquarters for the NAEB, with a paid permanent staff. It was with the granting of these requested funds, on May 23, 1951, that what had previously been only a dream began to become reality.

Within four years of the first grant, the NAEB Radio Network was self-supporting. The NAEB Headquarters, made possible by this grant, gave the NAEB the mechanism and staff which made possible the business-like acceptance and administration of other grant funds in the slow but steady climb of the association toward status as a respected service organization in educational broadcasting and the still slower progress toward achievement of its related role as the professional association of those responsible, as management and staff members, for the operation of educational radio and television facilities throughout the nation.

Background & Explanation

It is obvious that, before a true profession can be developed, professional personnel must be created to fill it, and must be numerous enough to justify it. During the past ten years, to this end, the NAEB has conducted some 24 Seminars and workshops for the various types of personnel responsible for the educational broadcast facilities of the nation. These are outlined in the attached "Training Program of the National Association of Educational Broadcasters."* This training program has been the first step in the creation of an educationally-responsible

* Three more seminars are being held in August & September, 1959: 1) Closed-Circuit TV Seminar; 2) NAEB Radio Network Station Managers' Seminar; 3) Conference on State & Regional Networks.

core of broadcasters, a nucleus for a truly professional association, and insurance against a repetition of the earlier fate of educational radio. ~~As will be noted, many of these seminars and workshops had to be conducted by the NAEB itself, with funds from the W. K. Kellogg and the Ford Foundations, because of the absence, in educational institutions, of mechanism, courses, personnel, and curricula for this type of training.~~ In this role, however, the NAEB has sought to serve mainly as a catalyst and example to provide the stimulus for the introduction of such courses in the curricula of educational institutions, themselves. To supplement this catalytic effort, in recent years, grants-in-aid ~~were~~ have been awarded to colleges and universities to permit them to up-grade radio and television workshops they were by 1956 beginning to hold, by adding outstanding consultants or staff members to what they would otherwise have been able to do.

The results of these efforts, particularly in the areas of production, programming and technical operation, are now encouragingly apparent. As this objective approaches realization, as it now does, in nearly all areas except the training of teachers -- both those who broadcast and those who utilize broadcast-lessons -- ~~in accordance with the uncompromising standards which the NAEB has sought to establish by example, the NAEB~~ the NAEB can turn its attention to teacher-training, and, in addition can once again concentrate on the achievement of its role as a professional association of these professionally-trained individuals with the highest standards which a respected profession can devise. This involves the development of standards, qualifications and classifications for individual NAEB professional membership as described later in this document.

Although the NAEB has been working on this latter problem for several years, there are certain factors which have delayed the achievement of our objectives;

However, there are several other factors which explain the delay in the achievement of the above objectives.

In 1957 the Association for Education by Radio and Television, at that time the only organization in existence in the United States which seriously sought to be the sort of professional organization described above, found itself in financial difficulties and unable to continue. Since this was the direction in which the NAEB was moving, the AERT was merged with the NAEB, which assumed responsibilities for the AERT's Journal and functions. However, this inheritance presented considerable problems. The AERT had had no qualifications for membership, other than the payment of an annual membership fee. Some members of this type of organization, therefore, as was natural, resisted the development of standards which would, in many cases, exclude them from membership. Moreover the NAEB was not itself in a sound enough financial position to develop and enforce standards which would decimate this membership, modest as it was, with the resultant decrease in annual membership payments, which are virtually the only source of funds for the principal publications, cost of legal counsel, and numerous other expenses of the Association. Due largely to problems of a financial nature, this role has been delayed each year, and progress has been slow.

A second factor, which required careful consideration, was the development of closed circuit television in the United States on an unexpectedly rapid and large scale, as compared with the hoped-for development of actual broadcast station facilities. This development was due in large

part to lack of funds to build and operate actual stations, of course, and is symptomatic of the same educational poverty which has delayed the NAEB's achievement of a self-supporting status. Those in charge of such facilities naturally turned to the NAEB for guidance and assistance. But this raised basic questions within the NAEB. The NAEB Constitution made no provision for institutional membership by closed circuit installations. At the October, 1958 Convention the NAEB Constitution was amended to open the doors to this type of membership. This, in turn, brought an assumption of responsibility for service to the hundreds of teachers newly-assigned to uses of this new medium.

Since there was no other organization to turn to, the teachers responsible for in-school courses of instruction, and utilization of these media, sought a home, or association. Could they count on the NAEB to be their professional association?

Experimentally, before deciding this question, the NAEB conducted two seminars in 1958 for this type of individual, as well as for teacher-training institution representatives, and administrators of educational institutions with, or just installing, closed-circuit television. It was not until these seminars were completed, and the reports and reactions of participants and consultants were in, that a decision could be made. This decision was that these people were indeed the type who should be included in any definition of a professional association of individuals whose principal functions are using these media for educational purposes. The NAEB Constitution change, mentioned above, followed this decision. The

and the forthcoming CCTV Seminar is designed to begin to serve the needs of this group.

entire new concept of the profession which this opened up made us grateful that we had not previously established qualifications which might have excluded them.

However, unless the NAEB proves promptly responsive to all of the needs of such people, it is a virtual certainty that such individuals will either find their homes with various audio-visual and other organizations (we do not here refer to the perfectly natural membership of such individuals in such content-oriented organizations as the American Association of Teachers of English, ((Science, Modern Languages, etc.,)) which we seek to encourage) or will form a splinter group of their own. This we feel would be unfortunate in that it would create separate organizations for closed-circuit and broadcast users of these media, and would further weaken and confuse the development of their best uses in all capacities and forms.

A final delaying factor has been the international role of the NAEB. Within the last two years individuals from the NAEB have been invited to serve as speakers, judges, and consultants at various educational conferences abroad, particularly in Canada, Europe and Latin America. Since the NAEB is a unique organization internationally as well as in the United States, educators and educational broadcasters of these nations naturally inquire regarding the possibility of membership by them in the NAEB. Thanks to the efforts of various NAEB representatives, for example, educational television is on the threshold of realization in Canada, Venezuela and several other nations. No great obstacles are foreseen which would prevent membership by them in the NAEB until developments and growth warrant the formation of their own organizations -- and undoubtedly a new international role for the NAEB eventually. However, a sobering responsibility is placed on the NAEB

to make sure that standards and qualifications established for educational broadcasters and teacher-users of the United States, will be as carefully designed and as professional in nature as the best minds available in our nation can make them. The NAEB's role as the leader in the birth of a new profession, internationally as well as nationally, requires the utmost in care and responsibility. For this reason, not only educators of the United States but also those in such organizations as UNESCO, and various international scholars with unique contributions to make must be consulted in the establishment of a sound foundation for what we believe will one day be a recognized, respected profession, policing itself as rigorously as the professions of medicine, dentistry or law. The possible indirect influences of such a development on the commercial media, as well, are obvious.

In the project outlined herewith, we have attempted to meet the responsibility incumbent upon us. Although the NAEB would be the central, coordinating agency in the project proposed, the minds and counsel required will be those from all the disciplines which education encompasses, as well as the cooperative efforts of teacher-training institutions on whom, eventually, must rest the burden of developing in teachers the understandings and skills required to cope with the advantages and strengths, as well as the limitations and dangers, of electronic communications media as basic core educational instruments.

At a meeting December 5-6, 1958 of the NAEB's Professional Advancement Committee, with the President and the Executive Director, an effort was made to develop the steps to be taken in this project. At that time it was felt that, in spite of the steps already taken, considerably more pre-preparation was necessary prior to formalizing our request in final form. It required careful discussion, for

example, with representatives of the American Association of Colleges for Teacher Education and other such groups, to insure responsible educational standards; to insure against any organizationally unilateral projects which might dislocate responsible efforts already being made by other groups; and to avoid steps which might crystallize opposition to the uses of, or delay development of basic rather than merely gadget-oriented training in the uses of these new electronic media. ~~It was felt essential,~~ In view of the educational and curricular implications of this project, we have secured the informal reactions ~~to secure the reactions~~ of a few Deans of Education, ~~or~~ and the responsible heads of teacher-training institutions, whose cooperation with the NAEB in this nation-wide pilot project will be essential if it is to succeed. For it is our hope that this effort will set standards for courses, without dictating their level, number or variety, in hundreds of such institutions within the next few years. These reactions have been generally favorable.

~~Although members of the Committee have since discussed this proposed project in broad terms without reference to any specific foundation with their respective deans, and~~ The Executive Director has also discussed the project ~~it in similar terms~~ with representatives and officers of the AACTE and the ASCD, all of whose reactions so far are most reassuring and encouraging. ~~we have not yet felt free to discuss it in specific terms with reference to any particular foundation. Therefore, the suggestion made by the group at the time of our December meeting is felt to be possibly still applicable. This suggestion is that we might suggest~~ However, in order to get a broader expression of opinion, we suggest that ~~an interested~~ the foundation, ~~with a broad background in the educational area,~~ might convene a small meeting of Deans of education, Presidents of Teacher's Colleges, and possibly representatives of the AACTE and the ASCD, to discuss with represen-

tatives of the Foundation and of the NAEB the full implications of this project. It is our feeling that some such careful consideration would be indicated to insure acceptability and to help avoid the pitfalls which any such pioneer effort is likely to encounter. Such a meeting would of course precede any final decision by the Foundation on this proposal, and would also affect the final form in which it would be submitted.

In view of our concern with, and interest in, this problem area, it was felt desirable to present the project in this preliminary draft outline form, for whatever discussion and further preparation, investigation, or explanation may be indicated.

One of the other problems which might be explored in such a preliminary meeting as is suggested is this: although all of the Deans of Education so far consulted are sympathetic to such a proposal as this in general terms, we sometimes have the uneasy feeling that many other deans and administrators are not aware of present deficiencies in the communications systems of their own schools, or in their own concepts. We also feel that many are not aware of the tremendous difference which is possible between traditional classroom instruction (at whatever level) and the new patterns of organization which the full potential of television and radio, properly understood and viewed, make possible.

For, humble as we are in the face of this problem, we feel that there is a mutual process of "education" needed, to which we, as well as they, can make significant contributions. Beginning, therefore, with a few such liberally-oriented Deans and other officers, we believe that the prospects of developing a workable understanding of both the need, and the manner of meeting it, will be greatly improved.

Disruptive as television and radio can be to traditional concepts of education, and many educationists, if fully used by education, we believe that they will be resisted by some as long as possible. Certain early efforts in the use of television for education, based principally on saving teachers, space and money (although they do have a usefulness to do these things too) rather than on improving education, have already created a climate of resistance in some quarters which can be overcome only with the utmost of understanding and cooperation.

Such a meeting as proposed here would of course be very similar in many respects to several of the seminars listed in the present grant request itself. And it is our hope that some or all of those attending this initial conference (or others, whom they, the NAEB and the Foundation might mutually suggest), if the project were to be approved, might serve as an advisory committee throughout its term. One of the first of the other meetings listed in the proposed budget below would involve assembling the best authorities available from other organizations in the natural and social sciences, humanities and education areas, with representatives from UNESCO and others with related experience and broad background, to begin the intensive study and testing necessary to establish eventual qualification categories for membership in the NAEB as a professional association, which is the second and parallel half of the development visualized in this proposal.

To discuss this professional development effort briefly: It will be noted that the individual membership of the NAEB, being a relatively new category, now numbers only some ~~200~~ 350 individuals. Progress is so far slow in view of the difficulty of answering the question of people who do not now feel themselves as the part of a profession: "What do we get out of it?" So far the Newsletter and

Journal, which have been virtually all we have been able to offer individual members so far, have not in their present form been adequate to attract new members in large numbers. The developing of an awareness of a growing profession of which they are a part, as outlined in this proposal, should have encouraging results.

The actual potential is probably on the order of 5,000 to 10,000 at present, including staff members of NAEB active members and closed circuit installations, and the large number of teachers already engaged in TV and radio teaching and utilization. During the interim period while professional standards and standards for membership are being developed, it is expected that this individual membership category will continue to increase gradually, in spite of the absence at present of such standards. Eventual standards, to be developed, can therefore probably not be made retro-actively effective. This appears to be true in the development of earlier professions as well.

However, During the period of the proposed grant project, it is our hope that the status and qualifications of educational broadcasters and the teachers who use these powerful and influential instruments of education, will become increasingly important to educational administrators. This is in turn related to the effort of the NAEB to achieve self-support.

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During the past year the NAEB has experimented with self-supporting workshops and seminars. It will continue to do so. However, on the basis of present experience and inquiries it appears that a charge of approximately $100.00 for a workshop is the maximum that can be charged, and that the present ability of

teachers to pay, or the present evaluation of funds which schools are willing to make available, is more nearly of the order of $50.00 as the "ideal" registration charge which could be counted on at the present state of recognition of educational broadcasting as a profession. This contrasts sharply with the $500.00 charged by the National Association of Broadcasters (NAB), the association of commercial stations of the United States, for their management and other seminars. Considerable subsidy of the sort included in this request seems inevitable if the NAEB is to help raise the local as well as national status and qualifications of educational broadcasters to the level of other employees of educational institutions, whose importance to the whole institution's functions is recognized sufficiently to justify more expenditure on the part of the institutions themselves for in-service training, conferences and related activities in this new field.

At present it is unfortunately true that many of the NAEB members who attend our conventions, workshops and regional meetings must do so wholly at their own personal expense. That they do so is a compliment to the enrichment which these meetings or seminars provide. However, in view of the resources available to such individuals generally, it is also a stringent limiting factor in considering the possibility of complete self-support for such seminars and meetings at this time. It also provides dramatic contrast to the situation of extension editors and members of other departments of educational institutions which are older and more firmly established or have access to federal or other funds. We believe that this situation is natural to a new field, not yet fully defined or understood, and that eventually, thanks to efforts of the sort we have outlined, this situation will be greatly improved.

Finally, ~~before presenting a specific request in final form, it is our belief that~~ we should make clear some of the respects in which the sort of teacher-training which the NAEB visualizes as essential, differs from that which too often now prevails.

In the first place, the NAEB sees television and radio as mutually complementary. No other organization, to our knowledge, has through the years so stubbornly insisted that there are essentially equal roles for both media to play, and that both can be eminently useful, if the educational needs of the nation are to be served and the realities of educational financing are to be faced. Therefore, these two electronic media, with such related potential developments as facsimile, multiplexing and stereophonic broadcasting, are approached together, rather than separately, in isolation, or unrelated to all the other materials of instruction which are available.

Optimum use of television and radio for education also requires the maximum possible knowledge of films and all other audio and visual aids, as well as of the learning theories involved in the uses of any "tools" for teaching. Radio is a synthesis of all known aural methodology and tools, as well as offering the advantage of immediacy and emotional reinforcement of the intellectual. Television provides a synthesizing factor and force for all the visual as well as aural aids and techniques so far available, as well as sharing with radio the new dimension of immediacy -- a dimension greatly needed at a time when textbook chapters can be made obsolete virtually overnight. The utmost cooperation with all other media organizations is requisite in the development of teacher-training courses, particularly, in this field.

Secondly, virtually all the instructors of courses which currently attempt to teach the uses of these media appear to be still oblivious to the basic differences in the effects of the media, regardless of content, or the earlier devices or media they include. The understanding needed is suggested in an article by Dr. Marshall McLuhan, of the University of Toronto, in the December issue of the NAEB Journal, attached herewith. A clear understanding of the basic nature of the electronic media, so different in their total and side effects and potentials from the printed media or even the film, is a foundation which must precede "techniques" instruction, if these courses are not to become merely orientation in the use of gadgets. It is precisely this understanding which is lacking in most present uses and teacher-training programs.

To presume to describe the peculiarities of the electronic media in depth in this document would be impractical. It is hoped that the approach outlined in the article of Dr. McLuhan, who would serve as one of several consultants in this project, may suggest the directions in which we feel any courses in the uses of the electronic media must be guided if maximum value from their use is to be realized. And, we might add, if many easy dangers in the patterns of their use are to be avoided, lest they become permanent and limiting for the future.

Proposed Project and Budget

A. The Coordinator and his functions:

The proposed project would be coordinated by a Coordinator of Professional Advancement, whose functions are outlined below. This procedure has proved practical in the past for the NAEB in the development of special projects in such other areas as Research and Engineering.

The ~~This~~ Coordinator would be an educator of recognized standing. Although he would be appointed by the NAEB Board and would be responsible to the Board through the Executive Director, suggestions for candidates for this limited term appointment would be sought from various organizations and individuals outside the NAEB as well, notably from institutions scheduled to cooperate with the NAEB in this project. It is felt that a qualified individual of the type needed for such an important development could not be secured for a limited-term appointment for less than the sum mentioned here.

Necessary qualifications for this individual will become clearer as we list his functions. This coordinator will:

1) Coordinate the work of consultants secured to develop individual membership qualifications in the NAEB, as a working committee.

2) Plan and implement the teacher-training program outlined ~~and yet to be finalized~~, including workshops, conferences and meetings as listed below. This also includes the handling of relations with co-operating institutions and individuals, and the adequate reporting thereof.

3) With the chairmen of appropriate NAEB Committees (Professional Advancement, Utilization, Membership, and others) develop an intensive program for the development of the esprit de corps on which professionalism must rest, and initiate new member services in this area.

4) Travel as necessary for the supervision of consultants and regional meetings -- and for representing the NAEB, as designated and invited, at the meetings of other professional groups. It is expected that the

coordinator would be paid approximately $15,000 per year and a secretary-assistant for him approximately $5,000. In both figures retirement and workman's compensation are included.

B. Seminars and other meetings:

Tentatively envisioned so far are the following meetings and types of meetings. Finalization of details would be withheld pending both the meeting suggested above and the appointment of the Coordinator to implement them.

1) ~~A group~~ Meetings of representatives of the schools of education and/or teachers colleges cooperating in the project who would serve as the advisory committee of the Project. $4,000 per year for 2 meetings per year is listed for this purpose.

2) A Seminar of qualified Consultants to begin the development of professional standards. This would be perhaps 6 to 10 individuals, for whom a consultant fee and travel would probably have to be paid for perhaps three three-day meetings per year. The budget ~~listed~~, including travel, is listed at $4,000 per year.

3) Two National Seminars per year, principally for those who would teach the teacher-training courses in radio and TV production and utilization from the some 6 (at first) to perhaps 20 (eventual), cooperating schools of education and teachers colleges involved in the project. Including outside Consultants ~~(e.g. Marshall McLuhan, mentioned earlier)~~: $5,000 each for a total of $10,000 the first year, $7,500 the second year and $5,000 (to insure a final seminar) the third year.

4) Four to six local/regional seminars, on as near a self-supporting basis

as possible. Registration fees of from $50.00 to $100.00 would be charged. No travel would be paid. Since these would be local or regional, it is our belief that the costs of travel would not be the inhibiting factor which they would constitute for national meetings. The NAEB's contributions would be limited to reimbursing cooperating institutions for actual expenses, reports and demonstration materials expenses, and paying for necessary consultants. Estimate: $1,500 per workshop the first year, $1,000 the second year and $500 the third year for a total of $6,000 the first year, $4,000 the second year and $2,000 the third year. All income would be used to reduce the actual grant expenses used for this purpose. A gradual effort, as needed, would be made to make these increasingly self-supporting, through the life of the project.

These workshops and Seminars would also be principally, but not exclusively, for teachers and teacher-trainers. Some of the other emphases, as now visualized, would be in the fields of graphics and visual aids; script planning and writing; production; series planning; evaluation; and new testing procedures to meet the needs of the new media. Cross-pollenization with communications, techniques, content and teacher-training procedures would be emphasized.

C. Consultants and other expenses:

Besides the above workshops, qualified consultants would be provided each of the cooperating institutions and/or the teachers of such courses as will be developed under this project; these services would be provided particularly

at the beginning of the school year or summer session. However, the coordinator would have the responsibility of seeing that these schools are serviced, as necessary, throughout the year to meet newly-arising problems and to insure the availability of maximum resources in the initial stages of this project, as initiated at each institution, in setting up pilot courses. Estimated consultant fees (at $50.00 to $100.00 per day) plus travel: $4,000 per year.

D. Supplies and Expenses:

This includes the usual expenses of office materials and expenses as well as reimbursement to cooperating institutions, when necessary, for the costs of films and other materials, special seminar reports and others not available from other sources. (Some such materials are also listed as a part of workshop expenses in items 3 and 4 above.) For the Coordinator's office and the project, per year: $5,000. There is some possibility of reduction of this item in the second and third years of the project, below the sum shown, although such a reduction is not yet indicated below, pending further investigation.

E. Travel:

Of the Coordinator and in some cases other NAEB officials as required for implementing this project, per year: $3,500.

Budget Summary - per year (for first year)

| | |
|---|---|
| 1. Coordinator | $15,000.00 |
| 2. Secretary-Assistant | 5,000.00 |
| 3. Advisory Committee Travel and per diem (if necessary) | 4,000.00 |
| 4. Professional Standards Committee | 4,000.00 |
| 5. Two National Seminars | 10,000.00 |
| 6. Four to six local-regional Seminars | 6,000.00 |

| | | |
|---|---|---|
| 7. | Project Servicing Consultants (travel and per diem) | $ 4,000.00 |
| 8. | Supplies and Expenses (Coordinator's office and project) | 5,000.00 |
| 9. | Travel: Coordinator's office and general project (not otherwise covered) | 3,500.00 |
| | Total, first year | $ 56,500.00 |

Since it is believed that items 5 and 6 could be reduced each year, as indicated above, the three-year budget proposed would be as follows:

| | |
|---|---|
| For 1959-60 | $ 56,500.00 |
| For 1960-61 | 52,000.00 |
| For 1961-62 | 47,500.00 |
| Three-year Total | $ 156,000.00 |

We appreciate the opportunity to present this project ~~in this preliminary form~~ and stand ready to discuss it, or modifications of it, at any time.

Respectfully submitted on behalf of the NAEB Board of Directors, William C. Harley, President

by Harry J. Skornia

Harry J. Skornia
Executive Director

Urbana, Illinois

April 6, 1959

# THE TRAINING PROGRAM OF THE
# NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS

General Statement:

The NAEB has for many years conducted seminars, workshops and regional meetings, and given scholarships for the professional upgrading of members of the staffs of member institution stations and program production centers. These seminars have cut across all levels of operation and activity of staff members, and educational broadcast policy. At a time when the only staff members in commercial broadcasting who must meet specific qualifications are the engineers (who must be licensed by the FCC), the NAEB has been concerned with raising standards of social, educational and moral responsibility for those who plan and produce the program fare offered nationally, thinking this to be a more urgent problem than that of those responsible merely for its safe delivery into the homes and schools of America.

Specific Seminars and Workshops:

Besides some thirteen regional meetings, annual conventions, some 75 scholarships awarded for advanced study at accredited institutions at the graduate level, some 30 more grants-in-aid to educational institutions to help them set up better workshops and summer sessions (attended by some 600 individuals), and participation in the Fulbright and other international exchanges programs, the NAEB has since 1949 inself set up and conducted the following seminars and workshops (ranging in length from three days to three weeks), attended by 688 members of NAEB station and production center staffs:

1. 1949. First Allerton House (University of Illinois) Seminar (Rockefeller). For Policy Officers and Station Directors. Goal setting. Twenty participants plus 26 consultants, including such individuals as Dr. Donald Horton, Anthropologist; Dr. Paul Lazarsfeld, Sociologist; Dr. Howard McClusky, education and adult education specialist; Dr. Justin Miller, then President of the National Association of Broadcasters; and numerous research and communications experts.

   Foreign specialists were also present from Denmark, Great Britain, Japan, Korea and the Philippines.

2. 1950. Second Allerton Seminar (Rockefeller). For Program Directors and Station Directors. Twenty-nine participants from the U.S. and Canada plus 23 consultants, including Dr. Walter Agard, Professor of Classics; Dr. Kenneth Benne, Professor of Education and Adult Education; Dr. Lee Cronbach, Professor of Educational Psychology; Dr. Kenneth Hudson, Fine Arts Dean; Dr. Richard McKeon, Professor of Philosophy; Dr. O. H. Mowrer, Professor of Psychology; Dr. Allen Nevins, Author and Professor of History; Dr. Robert Redfield, Professor of Anthropology; Robert Lewis Shayon, Radio-TV Critic and writer-producer; Dr. George Stoddard, Psychologist and then President of the University of Illinois; NBC News Commentator Clifton Utley; and representatives of UNESCO, Research and other organizations.

3. 1952. Allerton: School Broadcast Seminar (Kellogg). For those responsible for in-school broadcasting, principally radio. Twenty participants plus 16 consultants, including Dr. Harold Hand, professor of education; Dr. Benjamin Bloom, Examiner's Office, University of Chicago; Dr. Gordon Hullfish, Educational Philosopher; Dr. Wilbur Schramm, Dr. Fredrick Siebert and other communications and research experts.

4. 1952. First Educational TV Workshop (jointly with the JCET; (Joint Committee on ETV) at Iowa State College (FAE: Fund for Adult Education). For (future) ETV Station Managers. Fifty-two participants plus some thirty consultants, and members of staff of staff of WOI-TV (first educationally-owned TV stations, then on the air). Consultants included the Honorable Paul A. Walker, chairman of the Federal Communications Commission, legal counsel from the JCET, and production and administration specialists.

5. 1953. Lincoln Lodge (Madison, Wisconsin) Seminar (FAE). For ETV Station Managers, Directors, administrators, educational directors, foundation representatives, and representatives of the ETRC (Educational Television and Radio Center) and the JCET. Direction-setting, policy and organization. Forty-five participants. Consultants included: Dr. Edgar Dale, Bureau Educational Research at Ohio State; Dr. Dale Harris, Director of the Department of Child Welfare, University of Minnesota, Dr. Harold Lasswell of the School of Law of Yale University, and other distinguished scholars, whose guidance we sought.

6. 1953. ETV Management Seminar (FAE) at Iowa State College. For ETV Station Managers. Policy, administration, organization. Nineteen participants plus management, legal, public affairs, and program consultants.

7. 1953. First ETV Production Workshop at the University of Illinois. (FAE) For ETV station and production center producers. Seventeen participants plus production consultants.

8. 1954. In-School Writers Seminar (Kellogg). For writers of in-school (principally radio) programs. At KSLH, St. Louis Public School Station. Twenty-one participants, plus consultants and KSLH staff. Consultants included Mrs. Gertrude McCance of the Canadian Broadcasting Corporation's School Service, and Professor Harold Hand, School of Eductation, University of Illinois.

9. 1954. Second ETV Production Workshop (FAE). For Producers and Production Supervisors. At Michigan State University. Twenty-six participants from the U.S. and Canada plus consultants and WKAR-TV (Michigan State) staff.

10. 1954. First ETV Engineering Workshop (FAE). For engineers involved in ETV station planning, installation, operation, and testing, and kinescope recording. Held in the New York area (with cooperation of General Presision Laboratories, RCA, Dumont and the commercial networks.) Twenty-seven participants plus industrial representatives and consultants.

11. 1955. Third ETV Production Workshop (FAE). At State University of Iowa's TV and Film Production Center. Thirty participants plus production, lighting, and graphics consultants and Iowa staff members.

12. 1955. Second ETV Engineering Workshop (FAE). At Michigan State (WKAR-TV). Emphasis on operational and testing problems and kinescope recording. Twenty-five participants plus some 20 industry consultants and Michigan State staff.

13. 1956. Radio Engineering Seminar (Kellogg). At Allerton Park, University of Illinois. Emphasis on tape recording and general installation, operation and testing procedures. Thirty-one participants plus consultants from such firms as Minnesota Mining Co., and various engineering firms and schools and WILL staff members.

14. 1956. ETV Staging and Lighting Workshop (Ford). At University of Michigan, for individuals responsible for staging, lighting, visuals, graphics and related procedures. Twenty participants plus professional consultants and University of Michigan Production Center staff.

15. 1956. ETV Program Planning Seminar (Ford.) Held at University of Wisconsin (WHA-TV). Basic balanced planning problems of individuals responsible for ETV station program policy. Twenty-seven participants plus consultants and WHA-TV staff members. Consultants included Dr. Clyde Kluckhohn, Anthropologist of Harvard University; Jack McGiffert of CBS "Camera Three"; Dr. Huston Smith, Professor of Psychology and Religion at Washington University, St. Louis; and Professor Peter Yankwich, Department of Chemistry, University of Illinois.

16. 1957. Radio Program Planning Seminar (Kellogg). Held at Allerton Park. Same as above, but in radio. Twenty-nine participants plus consultants. The latter included Dr. Joseph Gusfield, Department of Sociology, University of Illinois; Dr. Sydney Roslow, Director of the Pulse, Inc., (research firm); NAEB Legal Counsel Leonard Marks; and Dr. Robert Streeter, Dean of the College, University of Chicago.

17. 1957. ETV Management Seminar (Ford). At Allerton Park. The second of continuing series of problem-solving and policy-developing seminars of ETV Station Managers. Twenty-four participants plus representatives of JCET and ETRC and consultants, including research and subject area specialists.

18. 1957. ETV Research Seminar (Kellogg). This was the first bench-mark seminar for individuals in charge of research in educational TV stations and closed circuit installations. At Ohio State University. Twenty-three participants plus over twenty educational and research consultants and Ohio State staff members. Consultants included such distinguished scholars and professors as Dr. Reuel Denny, Dr. Benjamin Bloom, Dr. Ralph Tyler, and such Communication Research experts and directors as Dr. Herta Herzog, Dr. Franklin Knower, Dr. Paul Lazarsfeld, Dr. John J. Scanlon, and Dr. Gerhart Wiebe.

19. 1958. Children's Program Seminar (Ford.) At Boston University, jointly with Agoos Foundation. Seminar for commercial station children's program directors. Twenty-one educational participants (from U.S. and Canada) plus consultants and Boston University and Lowell Institute staffs. Consultants included such experts as Dr. Urie Bronfenbrenner, Department of Child Development and Family Relationships, of Cornell; Dr. Arthur Lumsdaine, of the University of California; Dr. Frederick Sheffield, Professor of Psychology at Yale; Dr. Alberta Siegal of Stanford, Dr. Nathan Maccoby of Boston University; Dr. Eleanor Maccoby of Harvard; and Directors of Children's radio, TV and film programs from the U.S. and Canada.

20. 1958. TV Engineering Video Recording Workshop (Ford). Held in Chicago at member ETV Station WTTW. Problems of kinescope and preparation for video tape recording problems. Thirty participants plus consultants from all major industrial firms and WTTW staff members.

21. 1958. Conference on Educational Television (jointly with U.S. Office of Education), Washington, D. C. For educational leaders and administrators of the U.S., jointly with responsible policy personnel from U.S. educational television and radio, research specialists, audio-visual specialists, foundation representatives, and representatives of teacher organizations (NAEB funds). Seventy-five participants plus consultants and U.S. Office of Education staff.

22. 1958. Seminar on Instructional Uses of Television and Radio (Ford). Held at Purdue University. For those responsible for planning and coordinating in-school broadcasts and representatives of teacher-training institutions responsible for teaching methods courses. Twenty-six participants plus consultants and Purdue and NAEB staffs.

23. 1958. TV Instructional Seminar (Self-supporting). For administrative representatives of institutions doing ETV instruction, both broadcast and closed circuit, representatives plus consultants principally from teacher-training institutions, foundations and Purdue administrative, education and TV staffs.

24. 1958. (Third) ETV Management Seminar (Ford). Held at the University of Wisconsin. Thirty-two participants plus consultants from the AAUP, ETRC JCET, and members of the WHA-TV (Wisconsin) staff.

HJS:jg
10/23/58

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

# TERMS OF GRANT

Grantee: National Association of Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Date: June 27, 1957

Amount: $97,000

Period: Approximately one year

1. Expenditure of Grant Funds: The grant is for the purposes stated in the attached Letter of Grant Notification, and is subject to modification only with the Foundation's approval.

2. Reversion of Grant Funds: The grantee will return to the Foundation any funds:

   (a) Not expended in accordance with the conditions of the grant and within the period stated;

   (b) If the grantee loses or is denied its exemption from Federal income taxation under Section 501(c)(3), formerly 101(6), of the Internal Revenue Code.

3. Reports to the Foundation: The grantee will furnish the Secretary of the Foundation with a written report upon the completion of the project or program for which the grant has been made. Where the period of the grant exceeds one year, the grantee will furnish interim reports, as requested by the Foundation. These reports will contain such information as may be necessary for the Foundation to determine that its grant is being used for the purposes intended and for the Foundation to fulfill its own public reporting responsibilities.

4. Public Reports: The Foundation makes routine public announcements of its grants, generally about ten days after each quarterly meeting of its Trustees. However, you are free to announce your grant at any time provided that you send a copy of the release to the Foundation's Office of Reports for advance review. We should like also to receive prints of photographs showing activities made possible by the grant and copies of additional releases, announcements, film scripts, and similar materials relating to the grant.

5. Commitment: This grant is made with the understanding that the Foundation has no obligation to provide other or additional support for the grantee, unless otherwise stated in the accompanying Letter of Grant Notification.

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

RECEIVED
NAEB HEADQUARTERS
JUN 28 1957
AM 7|8|9|10|11|12|1|2|3|4|5|6
PM
1

June 27, 1957

COPY

Mr. Frank E. Schooley, President
National Association of Educational
Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Mr. Schooley:

I am pleased to advise you that The Ford Foundation has approved a grant of $97,000 to the National Association of Educational Broadcasters to support projects in the further professional development of education by television and radio, in the fiscal year 1957-58. This grant is being made in response to your letter of May 22, 1957, as modified hereby, and supplements the Foundation grant of $94,000 announced in my letter of May 21, 1956.

The attached statement sets forth the general terms and conditions applicable to Foundation grants. If there are any points that need clarification, or if you wish additional information, please do not hesitate to communicate with us.

Payment of the grant will be made upon receipt of your request directed to the Treasurer of the Foundation, Mr. Richard W. Lambourne.

On behalf of the Foundation, may I wish you every success in carrying out this project.

Sincerely yours,

Joseph M. McDaniel, Jr.
Secretary

Attachment

cc: Mr. Harry J. Skornia

ROSE

for Ford? Any use?

#

August 11, 1960

Mr. Harold Hill
Administrative Vice President
National Association of Educational
Broadcasters
14 Gregory Hall
Urbana, Illinois

COPY

Dear Harold:

Let me apologize for not sending this letter sooner, but we have been completely swamped with several high priority type projects. I intended to talk with Harry during his recent visit to the Twin Cities, but so much was happening I didn't even get around to calling him on the phone.

I finally had a call from Seth Spalding of the U.S. Office of Education. I think the call came because of Gertrude's persistency. He wanted to know what progress had been made on the utilization kits and wanted a revised time table and budget for the project. I sent this off to him and a carbon copy to Harry. A blind copy for you is enclosed with this letter. Dr. Spalding had several questions about our project. One of the first dealt with the use of the Advisory Committee. He was extremely reluctant to go in on a budget that called for a full Committee meeting in San Francisco. At Gertrude's suggestion we explained that this was not just a committee meeting but a special group to screen these proposals. This he tentatively bought and I believe will go along with having a meeting of a selected group in San Francisco on the 16th and 17th of October. This may cause a small bit of dissension on the part of some of the Utilization Committee members but if the U.S. Office is going to limit us to a specific number of people, then we have to make some kind of selection to be sure we get the people we want.

In regard to the money that NAEB has put into the project, you have a record of the various expenses to date and I propose the following break-down for spending the remaining amount. First, I will use some to take care of phone calls and other communications in setting up the preliminary steps for the project.

For instance, I am going to send out the letters requesting kit production proposals before hearing from the U.S. Office. I will use the NAEB funds I now have to cover this and if we can reclaim any of this from the government grant we will.

Second, the money will be used primarily to complete the pilot kit phase. I am planning on going to St. Louis next weekend to work with Marguerite Flemming and Gertrude Hoffstein to finish the St. Louis pilot. Then after school starts in September I will spend a day or two in Chicago trying to get their kit put together. The third kit, the one here in the Twin Cities, will be re-planned. The program example, selected by the Minneapolis school system, is all wrong and we might just as well start from scratch.

A third use for the money will be to do some of the extra of preliminary coordination for the grant. For instance, it may be necessary to go to Washington in order to work out the terms of the contract. I will only do this if it cannot be handled any other way.

Incidentally, in a recent letter from Harry he asked which committees would like to make reports at the October meeting. I don't know what plans Gale has for the Utilization Committee and I am not planning anything specific from the Television Sub-committee, but would like to make a report as Project Director for this utilization kit project. This brings up another question. Would it be possible to get an article in the Journal about the plans for these kits? I would like to use it as a means of making a report to the entire membership. It is likely that this could not be made prior to the convention but might be included in the convention issue. I want to be sure, however, that we know we are going ahead with the project before announcing it. I have received dozens of requests for use of our material which grew out of the original information seeking letters. I can imagine what might happen from an article in the Journal. Let me know if such an article can be included and, if so, when would be the best time?

Sincerely,

Clair R. Tettemer
Director of School
Programs & Research

CRT/gvc
Encl.

c/c Harry Skornia

COPY

KTCA-TV
TWIN CITY AREA EDUCATIONAL TELEVISION CORPORATION
CHANNEL 2
MINNEAPOLIS • ST. PAUL
MINNESOTA

St. Paul 8, Minnesota

JOHN C. SCHWARZWALDER
*General Manager*

Telephone
Midway 5-5565

August 11, 1960

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JOHN W. SEEGER
NEIL SHERBURNE
LORING M. STAPLES
HAROLD E. WOOD

Harry J. Skornia, President
National Association of Educational
Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Harry:

Even though I've heard from you about the letter to Seth Spalding I still haven't heard from him. Each day I haunt the mailbox expecting some indication of life on the part of the U.S. Office of Education.

Thanks very much for the phone number. John did give it to me and I had every intention of calling you. Unfortunately, all kinds of problems cropped up and I never had the chance to use the number. Incidentally, I did not know that you were here on vacation. I assumed it was a business-type trip. Had I known, I would not have suggested our getting together.

I'm working on a progress report to be sent to the Utilization Committee. As soon as I have it in rough form I will send it to you. It is basically the same as the letter to Spalding but in a much greater detail.

Sorry to not have seen you.

Sincerely,

Clair R. Tettemer
Director of School
Programs & Research

CRT/g vc

note & return — Noted H

July 25, 1958

CONFIDENTIAL

F.E.S.:

There's some clarification of Ford position versus TV in letters from Heald, following meetings of Heald, Armsey and Faust with Calkins, now serving as ETRC Board Chairman.

Seems Center may get up to 4 or 5 million more. But not for public information or in-school. They seem to feel much of in-school stuff can be done by commercial interests (!).

Want to urge strenthening local roots, and now seem again to favor some adult ed.

The three areas of support seem to be, for a while:

1) closed circuit.
2) Development of ETV stations, still, for exchanges and including general as well as school programs.
3) Increased concentration of Center, solely as exchange of pgms. center.

This last is somewhat of shock to them.

This from Hull, confidentially, by phone. As we finished, he agreed to my passing on to you, and will send some parts of letters, with salutations, letterheads, etc. cut off---as a policy statement only. This will I hope clarify my hasty phone notes.

Hull feels he'll be forced to react to suggestions (Wednesday ETRC Board or Executive Committee meeting, July 30) growing out of Witteoff long-range plan draft, for possible consolidations. He wanted help and guidance. Reminded him of Network as income-producing, and that we'd need quid-pro-quo [redacted], if we gave up. Concern exists about unecomical use of radio funds. He's inclined to think stationing of an NAEB man at the Center to handle this, on their staff might improve it, if he's full-time. Told him he might get their reaction, or see if the $100,000.00 could be turned over again to us to handle---if there's such concern. I doubt if the ETRC could do this.

For the rest, he'll remind ETRC Board that only the NAEB Board, not he, could agree to consolidation, on a specific plan basis, worked out jointly by the two Boards as equals.

This was the best I could do. You might want to call him to discuss.

Hope you had a good vacation. See you.

Harry J. Skornia

HJS:cmc

clc has seen

# INTERIM FORD REQUEST SUGGESTIONS

On an interim basis for either
A) A full year or
B) A six months' basis (which would put us on the same calendar year basis as the ETRC and JCET)

I Suggest (all figures annual)

A. Renewal of

| | |
|---|---|
| Engineering Service (Bidlack service and secretary) | $30,000.00 |
| Management Consultation Service (Novik) | 4,000.00 |
| Seminars and Workshops (run by NAEB) | 24,000.00 |
| Placement (as at present only) | 5,000.00 |
| *Fellowships and Scholarships | 10,000.00 |
| Grants-in-Aid for ETV Workshops | 18,000.00 |
| | $91,000.00 |

B. New

1. Activation Project (replaces and/or includes present consultation service) $50,000.00
(This needs to be large enough to set up a structure or mechanism, or it would never be well-enough organized to be effective).

| | | Salaries and Expenses | Space Rental | Total |
|---|---|---|---|---|
| ** 2. | Research | $30,000.00 | $1,500.00 | $31,500.00 |
| ** 3. | Program Director | 30,000.00 | 1,500.00 | 31,500.00 |
| ** 4. | Editorial | 25,000.00 | 1,500.00 | 26,500.00 |
| | | | | $230,500.00 |

Add: One-time only, non-recurring, for tape duplication equipment $38,000.00

Total, first year only $268,500.00

* To be revamped to allow larger grants---and possible foreign exchange, as with BBC and others where Fulbright and other programs could be supplemented.

** These would be on same basis as engineering---salary, travel, secretarial, and supplies and expenses, plus rental (since there is no space for them where we are now housed).

Alternate suggestion (for renewal only of current grant) as follows:

| | |
|---|---|
| Engineering Services | $30,000.00 |
| Management Consultation Service | 4,000.00 |
| ETV Seminars and Workshop | 24,000.00 |
| Placement Service | 5,000.00 |
| Fellowships and Scholarships | 10,000.00 |
| ETV Workshop Grants-in-Aid | 18,000.00 |
| TV Consultation Service | 6,000.00 |
| | $97,000.00 |

Of each, 5% would again, we hope, be available for administrative expenses. All salaries include social security.

Editorial was added (in first alternative suggested) in view of the demand and load, and the number of publishable materials not now being moved --- some nearly two years old.

H. J. Skornia:dfc
May 5, 1958

Sent to Hull and Paulu, May 3, 1958

Ford

(Some is confidential -
Not for news)

Notes on Armsey Meeting
September 25, 1959

Radio - as Ford sees it

- Gunn half million dollar request to FAE for FM? Cost network.
- No one at Fund except Armsey interested in radio.
- Few grants by Fund (in TV) for additive programs, only for new programs.
- BFA did because NAEB "didn't want to extend self" in this area.
- BFA has new request: to continue radio to do also in TV.
  "Further proliferation not good."
  Center should be doing something -- i.e. program service in radio
  NETRC and LRI should be active in international activities.
- JCET should help also in radio ---
- Don't think should have separate service by BFA, LRI, NETRC. Should all be active in radio.
- NAEB Washington office - Will it duplicate JCET present and extended (JCEB) functions?

Roles and functions of NAEB and JCET and relations to Center and LRI.

Role of Foundation in whole picture.

TV - what Ford proposes to do

- Continue released time
- Continue it and see - but revising pattern to get TV more broadly used regardless of size of class
- Help get new stations on air - Met.
- Help establish network facilities
- Provide travel funds for teachers to see TV use. Grants.
- (Help finance experimentation via above item)
- More tape machines
- New approach to JCET -- to represent educational institutions. Center and LRI to call signals on this.
- NAEB to upgrade respect and training of personnel (with LRI and NETRC)
- Mobilizing support at top levels (LRI, JCET, NETRC, NAEB)
- We've done too much for broadcasters; too little for superintendents and top administrators.

General agreement of staff on all the above.
Discussed earlier with White and Ivey
Discussed then with Arthur Adams.
Discussed then with Ralph.

LRI Relation to NETRC - (Learning Research Institute, John Ivey, President New York and Princeton)

Executive Committee: 16 man Board of Directors
O. L. Carmichael - Chairman
Eisen
Morrell
Wells
Brownell
Clay Bedford of Kaiser
Pal Hoyt - Denver Post
Eurich.
White
(The following not contacted):
Jim Allen - Schools New York
Ben Willis
Bruce Miller
Bill Turner, U. S. Steel Foundation
Killian

above merely to get going

16 educational organizations to be constituent organizations (Later Board of Directors to be elected by):
NAEB
Center
ACE
Chief State School Officers
AAUP
NEA
Land Grant Colleges Association
etc.

Will hop e to set up for education, equivalent of Special Devices Center.

Memo of agreement - NETRC and LRI
- Identify NETRC interest in instructional TV (not had time for before)
- NETRC will use LRI as institute - will develop institute
- LRI will use NETRC as channel of distribution
- LRI will approach all learning situations as operations research

Adams - Armsey
(with Ivey sitting in)

JCET to be maintained for 6 months or so by NETRC and LRI. They work out structure they'd like to see replace JCET.

Need not to drop any.

Suggested:

Ampex

Have new 1 cu. ft. video tape recorder. Talk by Galanter - heard for Armsey - on teaching machines.

Ford Foundation

NAEB BOARD NEWSLETTER, No. 2

October 12, 1959

At the invitation of Jim Armsey the following attended a meeting in New York September 25: Gunn, Harley, Hull, Ivey, Kraetzer (for White), Steetle, Skornia. Probst and Siegel were invited but unable to attend. Armsey explained purpose: bring together representatives of organizations in educational broadcasting field to see what they might do cooperatively in eliminating competitive or duplicative activities, in more precisely identifying particular roles, and in coordinating their efforts toward a more effective total effect.

The meeting was sparked by a request of Gunn for Ford funds to support three-year operation of New England Radio Network, plus a request from BFA for aid to support their entry into television in international program exchanges. Armsey indicated it was not the Foundation's role to say how this cooperative pattern was to be established -- this must be done by the organizations among themselves -- but that Ford was not going to provide any additional money for ETV or radio until some sort of broad comprehensive plan can be worked out.

At present, according to Armsey, Ford proposes, in TV, to:

Continue released time
Continue support of teaching projects on a limited basis -
but revising the pattern to get TV more broadly used
regardless of size of class
Help get new stations on air
Help establish network facilities
Provide travel fund grants for teachers to see TV use,
believing this the way for teachers to learn
(Help finance experimentation via above item)
Help finance more videotape machines

The day-long discussion can be reflected, in part, by the discussion of possible roles of the groups represented.

NAEB

It should continue its development and emphasis on becoming a true professional association with concern for upgrading the quality of people in educationalbroadcasting.

It should seriously consider the possibility of turning over, on some sort of quid pro quo basis, its tape network to the Center. White and Harley had earlier appointed a committee to consider this question.

BFA

Background of its beginnings and the NAEB ---

BFA relationships were reviewed and there was brief discussion of whether BFA should be supported in the television film area which presumably was a role for the Center.

LRI

The Learning Research Institute is the new Ford-financed project which is to experiment, utilize, and research all educational aids and devices, including: radio, TV, films, learning machines, etc. It will have under its wing both Continental Classroom, Inc. and the Airborne TV project at Purdue.

An organizational board has been appointed and it will choose members of the regular board. As a part of the structure there will be a 16 member council composed of representatives of appropriate educational organizations. NAEB has been invited to be a constituent member.

JCET

Armsey made it clear that despite the terminal grant (expiring December 31), Ford feels that JCET's function must be continued. Further, that because of the manifold developments in the use of electronic devices for education, that the JCET should be expanded to include a much broader base of representation. Instead of merely representing the educational broadcasters, it ought to represent the entire educational establishment in any concerns involving the spectrum and relationship with the FCC.

In order to guarantee continuity between the expiration of the current grant and until a new organization can be perfected, the Center and the LRI will offer to assume cost of operation for a six months period, during which further plans can be developed.

JCET will meet November 1 - 2 to consider these matters.

No decisions were taken nor was there any consensus on actions to be taken. There was, however, general agreement that (1) it was high time that Ford did review the entire program of support for educational broadcasting and develop a consistent pattern, and (2) it makes sense to try and work out organizational cooperation so that each can pursue its particular role with maximum effectiveness.

Skornia and Harley indicated that NAEB had a long record of willingness to cooperate, had in fact conducted the 1958 Washington Conference to this end, and had consistently indicated a determination to work for any arrangement that would best advance the cause of educational broadcasting.

We also pointed out that of all the organizations concerned we were the

only self-built one, not a creature of the Foundation; and, that our radio network, as an independent self-supporting operation was not going to surrender -- if at all -- without substantial quid pro quo.

My personal assessment of the situation: if NAEB expects to get any more Ford support, we will need to play ball along the lines Armsey suggested.

Obviously there is much here for us to discuss at Detroit.

WASHINGTON OFFICE

Director-at-large Broderick uncovered a desirable piece of rental property at 1732 I Street: 1500 feet, 3rd floor with elevator. Good locale, near Mayflower Hotel. Landlord willing to make it available for $300 per month with air conditioning and janitor service. Good value according to Washingtnn real estate rates. Major difficulty is that it is now available and NAEB will probably not be ready to occupy before spring or early summer. Will hold for us till Board meeting.

In any event, we are accumulating a store of information about the kinds of space and costs we need to consider with reference to Washington move.

William G. Harley

WGH:JO

Copied at NAEB Headquarters
October 12, 1959

(Some is confidential -
Not for news)

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copy

Help finance

grants

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Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."

A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

Supported by a Humanities Collections and Reference Resources grant from
the National Endowment for the Humanities

MITH MARYLAND INSTITUTE FOR TECHNOLOGY IN THE HUMANITIES

UNIVERSITY OF MARYLAND

WISCONSIN HISTORICAL SOCIETY

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